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ABSTRACT

This guide is intended for use by teachers and tutors who are using the assisted reading method to teach reading to adult learners. The introduction describes the contents of the guide and the other materials in the Read On! II series, i.e., six textbooks, six workbooks, and a set of tutor resource sheets for use with learners at the beginning levels of the series. The second (and main) section gives an overview of a typical literacy lesson (including a discussion of adult learner characteristics, the schedule for a typical literacy lesson, supplies needed, and steps in using this guide within a lesson) and describes the instructional process used in the assisted reading technique. This section contains guidelines for placing students and detailed directions for implementing the following aspects of the technique: setting the context (before, during, and after reading); applying the instructional process when teaching word patterns, phonics, memorization of sight vocabulary, dealing with errors, teaching writing, and spelling; preparing materials for instruction; and teaching with learner-selected or learner-created materials. General principles applying to the series as a whole and specific hints for using each book in the series with persons learning conversational English are discussed in the next chapter. Vocabulary development, language experience stories, reading lyrics, reading and writing activities, learning games, comprehension/critical thinking, and kinesthetic activities are included in a chapter of additional activities for basic reading and conversational English learners. Appendixes include a model scripting example, lists of the sight words and patterns used in the Read On! II series, an alphabetical list of words used in the series, and a placement test. (MN)

Instructor's Guide

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Read On! II

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Read On! II
A Sequential Reading Series
Instructor's Guide

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The *Read On! II* series uses the concept of Assisted Reading. That concept and the format of tutor directions on the textbook left hand page and learner reading material on the right-hand, were developed in the original *Read On!* (1978) series by Jane Root, Ph.D. Dr. Root's presentation allowed for beginning readers to read with their tutors from the earliest lessons.

Since the original publication of *Read On!* in 1978, thousands of literacy students, tutors and trainers, as well as school remedial reading teachers and learners, have used the series. Many of them have shared their thoughts and comments with us. For those comments, we are very grateful.

The *Read On! II* series is based on the advances made in the fields of reading and adult learning theory which have taken place in the nine years since the first *Read On!* was produced and on the comments of those who have used it over the years.

Much editorial and production detail work goes into developing a series of six textbooks, an *Instructor's Guide*, placement test and a set of *Tutor Resource Sheets.* I would like to thank not only the advisors and consultants listed on the title page of this series but also LVA national staff: Chip Carlin, Jinx Crouch, Jonathan McKallip, Margaret Price, Karen Alexander, Michelle Peterson, Jackie Iannotti, with special thanks to Barbara Jean MacDonald and Artis Lee.

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V.K. Lawson, Ph.D.

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Instructor's Guide
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About the Author

V.K. Lawson, Ph.D. has degrees in Bible/theology, literacy journalism, cognitive anthropology and theoretical linguistics. Her background includes newspaper and elementary reading text editing, and social science, humanities, and English composition teaching at the university level. Lawson is script author and producer for the video version of Literacy Volunteers of America's, (LVA) Basic Reading Tutor Training Workshop, and is author of *Thinking is a Basic Skill,* and *Read All About It: Tutor Adults with Daily Newspaper*, Senior Editor of *Tutor:6th Ed.,* and *I Speak English.* She is currently Vice President, Publishing and Marketing, LVA.

About Literacy Volunteers of America, Inc.

Literacy Volunteers of America, Inc., (LVA) a national, non-profit, educational organization, provides materials and services to assist in the development of volunteer tutorial programs in basic reading and conversational English. Expanding beyond its own network, LVA supplies correctional, library, adult basic education, and other literacy programs with materials and consulting services in tutor training, program organization and management.

Read On! II
Description Of Series

Introduction

Read On! II is a sequential reading series based on the principles of modeling and assisted reading. Its essentially whole language approach is modified by direct instruction in basal-selected sight words and the word analysis skills of phonics and pattern.

You will be teaching sight words in the context of the sentences in which they occur, and these sight words will be used as the basis for phonics review and pattern instruction. The texts and workbooks contain step-by-step directions for teaching the lesson material. Writing is also an integral part of each lesson.

The modeling and assisted reading approach developed in *Read On! II* allows you and your learners to use materials such as newspapers, manuals or novels which are beyond the learners' measured independent reading level. You are able to do this because you and your learners are reading and studying the text together. From the earliest lessons, you will use materials which the learners have selected.

If you are unfamiliar with the above approaches, reading *TUTOR* (Colvin, Root, 1987), and *Tutoring Small Groups: Basic Reading*, (Ottoson, et al., 1986) will be helpful.

Directions for using the series with Conversational English literacy classes are included in this *Instructor's Guide*.

A placement test is also included in this guide (Page 65) which will allow you to place the learner in the appropriate starting book so that he/she need not repeat material which is already known.

Read On! II can be used with small groups of three to five learners, with individual learners, or in a peer situation. The principles and practices are the same for each. In the assisted reading exercises, you may feel more comfortable reading with individual learners rather than with two or three learners at the same time, but it is more effective if you continue with the group reading at least one time through the material. But do whatever is comfortable and satisfying for your learners and for you. The directions in this guide and in the textbooks presume a small group instructional setting. Adapt the directions to individuals or to one-to-one as appropriate.

The *Read On! II* program is based on:

1. Discussion which sets the context of the material.

2. Modeled Reading/Assisted Reading:
   (a) Modeled Reading: instructor reads to the learners who follow along silently.
   (b) Echo Reading: learner reads aloud with instructor. Learner may be either with or ½ beat behind the instructor.
   (c) Shared Reading: learners read words they know; instructor reads the others.
3. Direct instruction of words gathered from two sources:
   (a) A group of basic *Sight Words*. *Sight Words* are the words which occur frequently in reading but are irregular because their spellings do not match the sound usually associated with that letter cluster such as *have*.
   (b) A much larger group of phonetically regular words or words whose letter pattern corresponds with a sound pattern, such as the *-at* in *sat*, the *-un* in *sun*, the *-ness* in *happiness*. The pattern is introduced and other words in that pattern are orally elicited, written in lists and on word cards and then practiced.
4. Writing and other activities which develop critical thinking skills and extend the use of the vocabulary being learned to new contexts relevant to the learners' lives. In addition to the writing and critical thinking activities contained in them, the workbooks and *Tutor Resource Sheets* provide practice in handwriting. Handwriting is also practiced in a non-judgmental setting of writing on the word cards.

Series Design

Read On! II was designed to take into account the fact that some of you who will use this series have not had any training for teaching adults.

First, the tutor directions in the books may be used in two ways: (a) The detailed directions are provided for support and guidance until you decide that you no longer need them. (b) As you become more experienced, the boldfaced headings will be all that is necessary to cue you into the format.

Also, this series is only a portion of your instruction. The ideal teaching situation is to use materials which the learner wants to read and to apply the process of reading/writing/critical thinking instruction to those materials.

After several *Read On! II* lessons, you will be able to apply the process of assisted reading, modeling, sight word, decoding, and writing activities to learner-selected materials. (See Page 20 for complete directions.)

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] In the last unit an amazing thing happened! Tell me what you remember about it. (Discuss) Why would the blue skinned man say "People of Earth"? (Discuss) [Tutor give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

32A Sight Words /unless, nothing, part, scared, feel, victim, crisis/
Tutor/Learners—[Read Unit 32A, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **The victim was scared. I will have nothing to wear unless I wear a green dress.**]

Pattern 1 /un-/
Tutor—[Teach words in the **un** pattern as in **until, unseen, under.**] Get your word card for **unless** and read it. If this word is **unless,** what is this word?" (**until, unseen, under**)

[As you speak, write the word. Wait for Learners' response after each word. Have Learners suggest new words. Accept any word, syllable as part of a word, discuss meanings, add to list.

Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /-art/
Tutor—[Have Learners find the word card for **part** and read it aloud. Teach pattern **-art** as above. (**smart, art**)]

Assisted Reading
Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

NOTE: If end of the lesson, go to the accompaning workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns.

Reprinted from *The Vote*, Textbook 4 in *Read On! II* series (LVA, 1987).

CHAPTER TWO:

The Light Goes Out

Unit 32 A

"What I am going to tell you will not make **sense** unless you know two things," said the blue skinned man.

As far as I was **concerned**, nothing made **sense** right now.

"First, we are not here to **threaten** you."

It was such an **odd** thing to say, I wanted to laugh. But part of me was too scared. I **wished Sibby** was here. I would feel better with her beside me.

But **Sibby** was gone, a victim of the Air Crisis of 1992.

/unless, nothing, part, scared, feel, victim, crisis/

Series Annotation

READ ON! II

BOOK	ANNOTATION	ACTIVITIES TO SUPPORT CONCEPTS	
Placement Test **Tutor Resource Sheets** (B.J. MacDonald, writer; V.K. Lawson, ed. designer; Chip Carlin, Photographer) **Textbook 1** (MacDonald & Lawson, ed; Thomas Gallagher, illustrator) **Workbook 1** (Artis Lee, writer; Thomas Gallagher, text illustrator; Chris Steenwirth, instructional illustrator)	Simple word recognition device which places learner in the Series. Shows how to use photographs to teach survival word information: signs and labels; also has information on teaching alphabet (writing sheets), colors, calendar words, numbers and check writing, words for I.D. cards, and format for teaching consonants. Mystery story that asks the Learner to be a detective. Also, there is a story about Norway Rats: their history, prevalence, and information on how humans can control them.	Survival words, calendar words, numbers, check form, and alphabet sheet (writing) activities. Presents Cloze, unscrambling sound/letter, and writing exercises integrated with textbook stories.	Introduces the lesson format of assisted reading, discussion, direct teaching (sight words, patterns, phonics), repeated assisted reading and writing. Books are designed to help learner transfer reading skills developed in one context to a new or different context. Handwriting is taught as part of the general approach. Apostrophes as possessives introduced. Mystery story asks *who, what, when, where, why,* and *how* questions for readers to develop comprehension checks.
Textbook 2 (Judy Simmons, writer; Dan Hansen, illustrator) **Workbook 2** (Artis Lee, writer; Dan Hansen, illustrator)	Story about an overheard conversation in a nightclub that leads to a misunderstanding. Music and musicians provide the background.	Exercises as in Book 1. Adds puzzles and factual comprehension questions. Provides writing exercises.	Syntax deliberately simplified with the learners' attention being directed to reading smoothly using a largely predictable vocabulary. Critical thinking skills. Alphabetizing and contractions (that is, that's) introduced.
Textbook 3 (Fred Elmore, writer; Barbara Cote, illustrator) **Workbook 3** (Artis Lee, writer; Barbara Cote, text illustrator; Daniel Hansen, instructional illustrator)	A true story based on the personal experience of a LVA basic reading student. Deals with an emotional attachment to a pet dog.	Exercises that support concepts in pronoun references, apostrophes (He would, He'd), and in understanding time (a.m., p.m.)	Vocabulary used in increasingly complex sentence structure. Activities help learner understand pronouns and their antecedents, use of a.m. and p.m., and apostrophes. Inferential reading skills.
Textbook 4 (Bruce Coville, writer; Kathy Coville, text illustrator) **Workbook 4** (Artis Lee, writer; Kathy Coville, text illustrator; Daniel Hansen, instructional illustrator)	Science fiction story that deals with individual choice and values vis-a-vis the values of society.	Writing exercises ask for inference in addition to factual recall. Cloze and writing activities continue.	Understanding conflicting views; being able to express personal view. Increased writing activity
Textbook 5 (Artis Lee, writer; James Marks, illustrator) **Workbook 5** (Artis Lee, writer; James Marks, illustrator)	Collection of international folk tales told by a mysterious narrator who must be visualized in the readers' mind.	Context clues, dictionary skills, map reading skills exercises. Continued emphasis on inferential reading skills.	Humor, divergent points of view, surprise endings, and "eternal truths" provide basis of discussion and writing. Dictionary skills; map analysis skills.
Textbook 6 (Bruce Coville, writer; James Marks, illustrator) **Workbook 6** (Artis Lee writer; James Marks, illustrator)	Focus of the book is on the question of nuclear disarmament. Presents objective argumentation on various views of U.S. involvement/ non-involvement in world politics.	Exercises involve vocabulary and world map skills useful for understanding world politics. Extensive writing activity	Presentation of argumentation, critical evaluation/analysis enable learner to understand how personal views develop. Map analysis skills. Political cartoon interpretation presented. Book and workbook may be used independently from the rest of the series as the basis for teaching Critical Thinking Skills.

Directions for Instruction

This chapter gives an overview of a typical, or generic, literacy lesson, and then explains how to teach using the process presented in this *Read On! II* series.

Included in the "Overview" section are the "Characteristics of an Adult Learner", "A Schedule For A Typical Literacy Lesson", a list of "Supplies", and "Using the *Read On! II* Series Within The Lesson."

Included in the "Instructional Process" section are step-by-step directions for teaching reading, writing and critical thinking skills, for using writing as reading instruction, and for applying the instructional process to learner-selected or -created materials.

Overview Of The Literacy Lesson
Characteristics of an Adult Learner

In planning your lessons keep in mind the characteristics of the adult learner. Notice how similar your learners are to you when faced with a new learning situation. Keep in mind that we continue to learn throughout our lives and that daily activities such as listening to the news, evaluating new products or ways of doing things are examples of learning. One of your aims as an instructor is to help develop successful, responsible learners. Adult new readers are not the same as children learning to read. Adults have experience and other positive attributes to build on that children can not match.

Adults generally:

- are embarrassed by their lack of knowledge in an area where they feel they should have skills (reading and writing in this case)
- view themselves as responsibile, self-directed, independent
- feel threatened by formal tests
- resent being treated like children
- learn best in informal settings
- want realistic methods and lessons
- prefer to make their own decisions
- are motivated by self-defined goals
- are sensitive to criticism
- are experienced
- have uneven areas of strength and weakness
- might have physical difficulties which interfere with learning or which need to be accommodated in instruction. Be on the alert for any difficulties your learner may be having with seeing or hearing. Squinting, covering one eye, holding the book too close or too far away or complaining of eye fatigue are indications that he/she may need to check with an eye specialist. Does

your learner have to watch your lips to be sure of understanding you? Does he/she turn their head from one side to the other while listening to you or do you have to repeat things too often? Any or all of these suggest a hearing problem that might need attention. Remember, too, that learning anything new can be tiring, so watch out for signs that the learner may be growing weary and adjust your lesson accordingly.

Schedule For Typical Literacy Lesson

Each 2-hour lesson with a small group should consist of:

1. Informal greetings
2. Review of home practice
3. Review of previous reading
4. Reading/discussion of new material related to learner's experience
5. Direct teaching of sight words/word patterns/phonics as appropriate
6. Reading/discussion along with writing or other activities which expand the use of words learned into a new context
7. Reading aloud by tutor of learner-selected material (modeling fluent reading)
8. Review of workbook or other assignment to be done as home practice, independent or paired work (two learners working together). Make sure learners know what is expected of them.
9. Evaluation of the lesson — discuss what the students have learned; what each liked about the lesson; what they want to do more of; what they want to change; what kind of progress they feel they are making. Keep records of their evaluations. Encourage each learner also to keep a record in his/her notebook.

If you are using *Read On! II* in a one-hour, one-to-one lesson, adjust times but include all the elements, especially the modeling of reading.

Adjust the rate of the lesson to the individual learner's pace. If teaching more than one learner as in a small group you might adjust by having the more advanced learner review on his or her own, or give the slower learner extra help while the others in the small group work on other projects together. If there is a great difference in ability among learners in a group, you may want to give extra help to the slower learner prior to introducing that day's work to the group as a whole. This extra help could be in a one-to-one setting with either yourself or another tutor. Or you might read through the day's lesson while others are reviewing the home practice or their writing together.

Any time you want to do the exercises as an individual activity rather than a group activity, call on individual learners or have learners work in pairs while you give assistance as

needed or asked. For additional direction in working with small groups see *Tutoring Small Groups: Basic Reading* (LVA, 1985).

Supplies

Each learner should have a *Read On! II* textbook, workbook, and a *Tutor Resource Sheets (TRS)* set (if appropriate), a notebook, a dark ink pen, 3x5 cards for vocabulary and sight word work.

You as instructor should have a *Read On! II* textbook, workbook, and *TRS* (if appropriate), a notebook, lesson plan, felt-tipped pen, record folder for each learner, forms, labels, books or any other material relevant to the learners's lives which learners have selected as needing to be read or that might provide a basis for writing exercises.

For small group instruction, have chalkboard, or easel with paper on which to write sight words, pattern words, writing exercises, and a felt-tipped pen. You also need tape to post the group work around the room for group reading review. It would be helpful to have a library containing books such as the Cambridge Adult Literacy series, Follett, or New Readers Press books; magazines, newspapers, and posters.

Using *Read On! II* Within The Lesson

Steps 4, 5, 6 in the lesson schedule presented above are the specific points at which the *Read On! II* series textbooks are to be used.

However, while the process presented in the textbooks (and in "Instructional Process" page 8) applies to any materials, the series may not be suitable for every reader. A new reader might not be interested in a particular story in the series or might have a more pressing need to work on reading materials relevant to his/her life. In that case, familiarize yourself with the instructional process and work with the learners to select and teach materials of more immediate interest to them.

The Instructional Process

Placement

Give *Read On! II Placement Test Part A* (Page 65) and if no more than one error is made in any part, give *Read On! II Placement Test Part B* (page 66). Two or more errors in any part of the test indicate a need for instruction.

Read On! II Test A and *Read On! II* Test B use low frequency words in patterns which correspond to each unit of the *Read On! II* series. These tests will show if the learner has the ability to analyze an unknown word by using knowledge of phonics and pattern.

If a learner makes two or more errors in any part of Test A, Sections 1, 2, or 3, start with Unit 1. If any of the consonants are missed, teach them using the *Tutor Resource Sheets* which are intended for use with learners at the beginning levels in the series. If two or more errors in any part of Test A, Sections 4, 5, or 6, start in Unit 11. If any errors in *Read On! II Test B* Sections 1 or 2, start with Unit 21. If any errors in *Read On! II Test B* Sections 3 or 4, start with Unit 31.

[If you have a learner who needs practice in phonics skills, he/she most likely also needs help in learning basic survival words, numbers, colors, and calendar words. This means you should be using the *TRS* in addition to *Book 1.*]

Ask the learner to write his/her name, address and phone number for you. If he/she can not or if the letters are poorly formed, make a note to supplement your instuction with handwriting practice as described in the *TRS*. Do not place too much emphasis on this practice. Rather, follow your learner's lead in judging how important this is. Handwriting practice occurs naturally in the workbooks as part of the general approach.

Instruction

Teach from *Read On! II*. Prepare for your lesson by reading the directions and text for that day's work aloud to yourself. During class, follow the step-by-step directions on the left-hand page and have the learners follow along and read from the right-hand page. Use your own wording for prompting and reinforcing correct answers. (For an idealized "scripting" of learner/tutor interaction see "Scripting" section of this guide.) You will extend the instruction with whatever activities you judge effective and interesting to the group. Detailed directions appear below.

Most chapters in the text are broken into two or three lessons. This is done to help you pace the instruction to individual capabilities. Some groups might stop after each lesson, others might do two or even three lessons on any given day. You will become familiar with the learners'

capabilities and be able to adjust the instruction accordingly.

Even if a unit is not completed in one day's lesson, give the word cards just completed to the learners to work with in preparation for the next lesson just as if the whole lesson had been completed. Also, assign workbook activities as appropriate either for homework or for class practice. Repeat the unit in the next lesson.

Give prompts and reread to the learners during the lessons. You can read the units again and again with the learners. This modeling is a very effective way of teaching both actual words and the idea of sound/symbol relationship. This assisted reading will be the most powerful way to teach reading. It is better to go through the story (unit or chapter) several times quickly rather than spend the time to learn every sight word before doing the assisted reading. The units can also be suggested as home reading between lessons.

Use the series in whatever way seems to bring greatest satisfaction to you and your learners. Add practice and additional reading and writing activities which use the words being taught (target words) in new contexts. Encourage the learners to read on their own for at least 10 minutes every day from materials other than the series. Encourage each learner to write every day. For example, they could write a "to do" list, a postcard, a journal entry, a poem, a letter to the editor or a shopping list.

Directions

Many kinds of learning actually take place while a person is practicing/learning to read and write. Because reading/writing is understood to mean obtaining meaning from print, and because this process is not self-evident to the new reader, you need to make critical thinking strategies known to the learners. The strategies are necessary as an integrated part of reading or writing **before, during,** and **after reading** and **writing activities**.

The strategies are general statements about how a reader — any reader — processes information. They are automatic in experienced, independent readers. By talking about them to your group of new readers, you enable them to make use of these strategies and develop critical thinking skills which will in turn help them to read with understanding. For your convenience, the strategies are presented in numbered lists below. Use them in you discussions throughout the lessons as appropriate.

As the instructor, you model the strategies during your daily 10-minute reading to the group. You also model the strategies as you introduce new materials. However, gradually give leadership to learners as the group develops. You do this by stating that you want others to speak as they have ideas, by waiting for comments and reacting positively to them,

restating them as appropriate, and asking for other views during the *before, during,* and *after* stages of reading and writing activities. You also suggest they use the strategies during their own daily, silent reading outside of the lessons. This discussion and expectation that they use strategies as they read identifies reading and writing as a process in which the learner is actively involved.

You also talk *about* the strategies — "This is what skilled readers do; this is what we'll be doing" — as you go through your lessons. The awareness and use of thinking strategies help new readers become independent learners.

Before Reading (Setting The Context)

Strategies skilled readers use. They:

1. Look at and think about the title, topics, and illustrations. Ask themselves what the title and illustrations suggest, what kind of clues do they give about the story. This brings to mind what is known about the topic. Predict what they expect to get out of the reading such as: information, directions, enjoyment. [Thoughtful reading requires using previously acquired knowledge and past experience in order to understand and comprehend fully the message of the text.]
2. Look through the selection to check out the kind of writing — essay, story, poetry, technical — which will be read, identifying the length and level of difficulty of the reading so that they know what to expect.
3. Identify a purpose for reading — for pleasure, for information, for instruction, to learn content for a test. [The manner in which a person reads a selection — for detail, just for the general idea, for step-by-step directions — depends on the purpose he/she has for reading it.]

Procedure:

1. Discuss and implement the three strategies given above for setting the initial context.
2. Read the whole story to the learners.
3. Return to the first selection to begin the chapter-by-chapter (or unit-by-unit) instruction. Be sure to read in phrases and not word-by-word. This modeling will lead to fluency in the learners' reading. Fluency in turn aids comprehension. Remember, reading is getting meaning from the page. Without comprehension, the lessons are boring and independent learning will not take place.

During Reading

Strategies skilled readers use. They:

1. Figure out the meaning of new words and concepts by using context clues.

2. Stop now and then to restate the meaning and predict what's going to happen.

3. Re-read to check predictions and to make sure they understand what they are reading.

4. If a word isn't understood or known, read ahead to the end of the sentence or further to get more information and predict the word. If the word still isn't known, then ask someone or check the meaning in the dictionary and go on.

Procedure:

1. Discuss the strategies. Tell the learners that they can use these strategies during the time you are reading to them and when they are reading on their own.

2. Read the chapter (or unit) to your learners, having them follow along silently. Tell your learners that you will read the chapter to them and that the regular print words (point them out) will be the ones which they will either learn during that lesson or have already learned in previous lessons.

3. After reading to the learners, have them read aloud with you. They might be half a beat behind you but that is alright. Keep reading in meaningful units, at a normal rate. Your learners may be a whole beat behind you on the words of which they are not sure. This is called "echo reading" and this difference in rate is to be expected. Do not slow down. Read at a normal rate, running your finger along under the phrases, being careful not to read word-by-word. Since we are not used to reading or talking in chorus, it might take a while to get accustomed to echo reading.

Direct Instruction

After reading the chapter (unit) as described above, you will teach the lesson's words in a modified whole language approach (modified because the words to be learned directly are set by the design of the series rather than selected by the learner). Many words will be learned indirectly through peripheral learning as the passage and selected sentences are read again and again.

How To Teach Sight Words

Sight words from the story will be taught within the context of the sentences in the story. If the learner knows the target word already, make a word card of the word for use in activities, but do not go through the exercise of teaching the word.

1. At this point you read the unit under study to the learners. (Towards the end of the book as the pace quickens, chapters will no longer be broken down into units.)

2. Tell the learners which words you will be studying. (They are listed in the directions for each unit and on the

learner's text page.) Point to each target word as you say it. Have the learners repeat and point to each target word after you say it. Ask learners to give you a new sentence for each target word. This is one way to see that all learners share their knowledge with the group, participate in the group, and demonstrate that the sight words are understood. If the word is not understood by one member of the group, it can be learned from listening to the group. [NOTE: In *Book 5* and *Book 6*, vocabulary words are suggested for study and dictionary skills are taught. See "Additional Activities" (page 31).]

3. Read the sentences which contain the target words again. Have the learners read the sentences with you the second time through (echo reading). [If working with a small group, have the entire group read the sentences. Then have each learner read the target words, beginning with the best reader in these early lessons. If working one-to-one for this portion of the lesson, have the learner read all the words being introduced in the unit. This general group-to-individual direction will hold for all the times the learners are asked to read target words, sentences, phrases or the unit.]

4. Have each learner write each target word on a word card (one half or one quarter of a 3 x 5 card, cut ahead of time). [If a learner has not written much, this will almost be a "drawing" exercise. Be patient and allow all the time needed. If the learner's handwriting is too large for words to fit on each card, have the learner write the words on a full card or in his/her notebooks as you write the words on the smaller cards for his/her use. It is important to have each learner writing from the first lesson.]

5. Work with one word at a time. Have learners match each word with the word as it appears in the story. They should say the word as they match it.

6. Once all the sight words for each lesson have been read, written on cards, read again, and matched with the context, shuffle the word cards and have the learners read each one out of context, matching the card with the word in the story if needed. Use the word cards to build phrases. After several lessons, use the accumulated word cards to make more complex sentences and phrases.

7. Use the word cards in writing and game activities.

How To Teach Word Patterns

Word patterns also will be taught in the context of the story. Word cards will be made for each new word learned in the pattern. [See the "Scope and Sequence Chart" in this guide (page 43) which lists the patterns taught in this series.]

1. Select a word containing the pattern you want to teach from among the sight words already taught.

2. Ask the learners to get their word card for the target pattern and read the word card to you.

3. The first few times you use pattern word technique, say "I'm going to show you a way to learn new words by changing just the first letter(s) of a word you already know. If this word is *sat*, [Write as you say the word. Make sure that each learner can see what you are writing.] what word is made if I change the *s* to *m*?" [Write the second word under the first lining up the pattern as you ask the question. If there is no response, supply the word and go on.]

Once the idea of supplying the word in pattern or rhyme is established in the first few lessons, you can introduce a pattern in the following way: As you write, say "If this word is *get*, what is this word _____?" Fill in the second word in the pattern and wait for a response; if none is given, supply it and go on to the third word in the pattern. Example: "If this word is *make* what is this word? (*fake*), and this word? (*rake*)." Ask for other words in the pattern. You might say "We're going to make a list of all the words you know and will be able to read because you now know that the *-am* in *am* has the same sound as *-am* in *Sam*, and *jam* and ..." Read quickly through the list on the board or your paper to establish the rhythm of giving answers and to make it easier for the next word in the pattern to be thought of and suggested. Treat this learning and suggesting as a game. Ask each learner in turn to name a word in pattern and to put it in a sentence.

4. After you have gotten other suggestions and discussed the meaning of any of the obscure words, say "Get your notebooks and write *-am* (or whatever the pattern is you're working with) at the top of the page. The - means that letters can be put in front of the *-am* to make a word." Let learners supply rhyming words; have them write them in their notebooks. At the end of the lesson, ask them to write a sentence for each word learned during the lesson.

5. Have learners make a word card for each pattern word suggested. This can be done at the end of the lesson or for home practice.

How To Check For Phonics

Phonics skills, knowledge of consonant sound/symbol relationships, are checked during the lesson in Book 1, but the actual teaching takes place after the final assisted reading portion of the lesson. Vowels are taught as part of a vowel-consonant pattern or cluster, rather than in isolation, because vowel sounds vary greatly according to the surrounding letters.

1. Ask the learner to find a specific word card they have for a sight or patterned word in the lesson which begins with the letters you want to check.

2. Ask the learner to read the word and then to tell you the name of the letter that begins the word. Then ask for the sound of that letter. If it is correct, say "Good", and go on. If it isn't known, tell the learner the name of the letter and its

sound in that word; note that you will need to teach that letter at the end of the reading portion of the lesson and go on.

How To Teach Phonics

1. Identify letter.
   "This is an *m*. What is the name of this letter?"
   (learner — *m*)
2. Listen to beginning sound.
   "Listen to the sound of *m* at the beginning of these words — *Mack, man, my.*"
3. Pick a key word.
   "Which of these — *Mack, man, my*, do you want as your key word to help you remember the sound of *m*?"
   (learner—*Mack*)
4. Produce beginning sound.
   "Think of the beginning sound in *Mack*. Now say just the first sound." (learner — /mmm/)
   "Yes, /mmm/ is the sound of *m*. Again."
   (learner—/mmm/).
5. Tutor writes letter. Tutor prints the letter as it is being said. "This is the letter *m*."
6. Recognize sound in other words.
   "Here are some words. Listen. Do they start with the *m* sound?"
   sausage (no)
   Monday (yes)
   macaroni (yes)
   today (no)
   mine (yes)
7. Put sound at end of words.
   "Now, let's move the sound to the end of the word. Listen to the last sound in these words, and repeat the words. Do they end with the *m* sound?"
   dinner (no)
   slam (yes)
   tutor (no)
   cam (yes)
   hem (yes)
8. Produce ending sound.
   "What is the last sound in these words?"
   ham
   hem
   him
   (learner — /mmm/)
9. Review
   "What is the name of this letter?" — (*m*)
   "What is your key word?" (*Mack*)
   "What is the sound of *m*?" (/mmm/)
10. Learner writes the letter *m* on the letter card.
11. Tutor writes the capital form of the letter on the letter

card, telling the learner what it is and that capital letters are used for names and at the beginning of sentences.

12. Have the learner write his/her key word on the card.
13. Have learner look for the letter in sight word/pattern word cards.

(Adapted from *TUTOR, Sixth Edition*, Literacy Volunteers of America, Inc., 1987).

Hints for Memorization

When learning to read and write, there are sight, sound and meaning associations which can be used to help one remember/memorize words, concepts and meanings.

Gradually introduce and model the use of these activities and have the learners use whichever one works for them. Their own preferred style of learning will lead them to favor one over the other. Guard against forcing the use of your own preferred learning style over another.

Sight/Meaning

1. Have each learner outline in red crayon or pen the shape of a sight word on his/her sight word card. (cattle) (Sassy)

2. Have learners draw a picture, doodle or free form which suggests the meaning or something which reminds learner of the word being learned on the word or vocabulary card. These are "private" meanings and may or may not be discussed with others, unless volunteered.

3. Have learners draw a block, as in (1) above, around the pattern in a list of patterned words.

arm	nap
armament	sap
disarm	sappy

4. Have individual learners or the group elaborate on a pattern through meaning connected words — *happy, happily* or *medicine, medical*.

5. Have learners write a sentence which includes as many of the target words as possible. The more outrageous the sentence appears to the writer, the more likely he/she will remember the appearance and sound of the words.

6. After reading and discussing the *ideas* in the selection (see *6.* below), write a group or individual essay/story/poem about thoughts and feelings evoked by the selection.

7. Another way to enhance memory is to review the word cards, mentally placing the target words into sentences just before going to bed and once a day for ten minutes or so between lessons. Short, quick reviews aid memory more than long periods of review.

Sound/Meaning

1. To enhance the learning of words and phrases, play musical pieces by Vivaldi, Mozart, Haydn, or Bach at low volume, while reading the whole story or the complete chapters. You do not discuss the music or the reason for including it other than to say perhaps: "People learn better when they are relaxed yet alert. Twenty-five years of experience has shown that this kind of music helps people learn better." Give this explanation if you are asked. This music is played both during the introduction and final shared reading activities.

2. The learner reads aloud each word on the list of sight words. While looking at the word, he/she thinks of its meaning. The meaning may not be said aloud. This is also a flash card exercise in which the learner goes through the cards as quickly as he/she can. Any word which cannot be remembered by referring to the original story, noting the shape or referring to the private "memory prompter" can be put aside. These words should be reviewed with the learner's usual "reader" (that person in a non-reader's life who usually does his/ her reading), the tutor, or another group member. Some people will prefer to read aloud from a notebook list of the words, rather than using flash cards.

3. Tape record the sight words and pattern words, read along with the recording.

4. Put each sight/pattern word in a sentence. Say the sentence aloud.

5. Using the word list, orally, make up a story or report.

6. At the end of each selection (unit) [even if you are going on to the next unit during the lesson] tutors and learners discuss and evaluate the ideas in the selection and summarize the main idea. These ideas should be extended beyond the personal experience of the learners during the discussion.

After Reading

Strategies skilled readers use. They:

1. Summarize the main ideas in an organized way.
2. Evaluate the ideas and how they were presented.
3. Discuss the selection. Were the original predictions about the selection accurate?

Procedure

After the direct instruction portion of the lesson (**sight words, pattern, phonics**), you will do **Assisted Reading** exercises which will give learners more practice in reading the target words in context:

1. Read the passage to the learners again; this will put the pieces back together for them. Ask the learners to follow along as you read all the words. Remind them to pay attention

to words they will be able to read, that is, the words in regular type.

2. You and your learners (or an individual learner) then read the passage aloud at the same time. This is echo reading as described above under "Sight Words."

3. In the next read-through, you read softly, stopping at the words in regular print to allow learners to fill in the word they should know. Read softly enough so that the learners can read any of the other words known to them. With practice, a natural assisted reading pattern will emerge.

4. Discuss what has been read, eliciting learners' opinions and expanding on the ideas and information just read as a basis for writing an evaluation of the selection or an elaboration of the ideas contained in it.

You will use writing exercises to give the learners a chance to place the words being learned into new contexts, demonstrating comprehension of the word being learned. Each learner should keep a notebook of his/her writing activities. The discussion will also provide a basis for the other expansion activities offered in the textbook, in "Additional Activities" (page 31) in this guide, and in the workbooks integrated with the series. Expansion exercises are designed to allow each lesson to be tailored to individual learner's goals.

5. When a lesson (reading, activities, workbook) has been completed, check if the words have been learned and understood by having each learner read the word cards for the unit. These cards are located at the back of each text. Note any words that still need to be learned. Use the word cards for review and to provide additional practice.

Dealing with Errors

If a learner makes an error while reading, notice if it is a *sight* or *pattern* word. (See "Scope and Sequence Chart" in this guide (Page 43) for all patterns used in *Read On! II*.) Tell the learner the word during your assisted reading and come back to it later while working with sight word cards in games, writing or other activities.

If the word giving trouble is a pattern word, say the word without spelling it. Say the word aloud yourself, as you write it:

Tutor: If this word is *car*, then what is this word?
(write *bar*)
Learner: *bar*

If the learner cannot respond, supply the word and make a note to work on the *b* sound at a later time and try another word in the pattern.

For Independent Practice

Recording the whole story on an audio tape recorder (indicating chapter breaks) for the learners to read along with

will provide additional practice. This practice will both speed up learning of the target words and extend the peripheral learning of non-target words.

Recording the lesson unit by unit, listing the sight words to be written and practiced, as well as the pattern to be learned, will provide an opportunity for independent study or peer work in each lesson. This recording could also provide additional, independent study for the beginning learners in a small group or classroom situation. If you decide to make this kind of a recording, be sure to include pauses for learner responses.

Writing

Learning to write, like learning to read, is a discovery process. It takes time and experimentation. You, and the Learners in your group have the luxury of a non-judgmental place to try your reading and writing skills, a place to make mistakes without embarrassment. You are working to express ideas in writing. Spelling and mechanics will be separate parts of the lesson activity later and can form a part of the home practice.

The Writing Process

You want the learners to see writing as a process which leads to a finished product to share with others. Your aim for each learner is that he/she see this writing process as a creative circle of:

1. Thinking about/discussing what the writer wants to say
2. Drafting the material
3. Rereading
4. Rethinking
5. Revising
6. Looking at the mechanics: spelling, punctuation and grammar.
7. Correcting the copy for the writer's own notebook.

You are the invaluable facilitator at every step of the way. The steps you could follow are :

1. **Discuss the topic.** The trigger event for this written work could be based on the learner's immediate concerns, goals, intents. Or it could be based on ideas or memories brought up by a story in the *Read On! II* series. It could be suggested by something you read to the learner or something he/she heard on the radio or TV.

Encourage the group to ask questions to clarify the learner's thinking or to give suggestions for logical order of his/her thoughts. Discuss how he/she wants to develop the idea — as an essay, a letter, a story, an allegory, an editorial or a poem. Suggest the learner make a list of the ideas and points he/she wants to include in his/her writing and think

about the order they should be in.

This talking about strategies — no matter what they turn out to be is helping the learner as he/she tries to put thoughts on paper. Writing developes both critical thinking and reading skills when it is treated as a thinking, creative process. Encourage, by modeling, open-ended questions (ones that need more than a "yes or no" answer) when talking about or helping a writer with a story in progress.

2. **The learner writes.** Encourage the learner to write whatever he/she's discussed aloud. You might say, "That sounds good to me. I think you ought to write that down and keep writing your thoughts until you've said all you want to say about it." Then occupy yourself (perhaps with some of your own writing or record keeping) so you are there to help but not hovering. Tell the learner not to worry about spelling but to write whatever he/she thinks that words sound like. If he/she said "money" and can't spell it, suggest he/she write as best he/she can or write m---- using dashes for the parts of the words he/she doesn't know. Point out that because he/she will be reading the story to you, he/she'll know what it says. Tell him/her that you will help with the spelling later. Spelling and mechanics will be separate parts of the lesson activity later and can form a part of the home practice.

Keep your part in this composing of the draft short. Remember, you are a resource, there to ask questions that clarify meaning and to help the learner realize what he/she does in order to express meaning in his/her writing.

3. **The learner completes first written draft and reads it to the group.** Respond with positive comments. This will reinforce the strong points in the writing: it will also set a helpful rather than a negative atmosphere in the group. At this point you are all collaborating on the piece. Encourage the group to ask questions which will enable the writer to clarify or expand his/her writing. Do this by modeling clarification questions. The writer is also responsible for suggesting where he/she might strengthen his/her own writing. Ask the writer how he/she wants to rewrite the material after the group discussion.

Encourage the learner to write on the draft copy, noting changes he/she wants. Suggest that he/she work on it in class as time allows and as home practice. It should then be brought to the next lesson.

4. **The learner rewrites story and reads aloud to group.** Continue to ask clarifying questions and to give honest praise for clear, colorful, effective words and sentences in the story. Rewriting may be in order after this discussion. Ask the writer if he/she wants spelling and punctuation corrections before the first draft is completed.

5. **Make a clean, corrected copy**. Once the story is written to the learner's satisfaction (expect this to take several rewrites), suggest that the learner copy it in his/her own,

careful handwriting or offer to type it with corrections. Remember that spelling and other mechanics of writing are a separate portion of the lesson.

The learner may have access to a typewriter or word processing program on a computer. Encourage him/her to use them.

During writing activities both reading and critical thinking skills are developed as writers engage in the process of drafting, writing and rewriting their manuscripts. Actively engaging the writer/learner is the most practical way to integrate the development of these skills.

Spelling

Spelling is important to writers and you will want to teach it in some portion of your lesson. However, the words to be studied will come out of the learner's writing.

One sucessful process for learning to spell a particular word is to:

1. Say the word, as you look at it.
2. Write the word, saying it as you write.
3. Write the word again, saying it as you write, this time covering up the model,
4. Look back — check, if the word is correct go on to the next word.
5. If it isn't correct, look at the model again, say it again, looking for syllable breaks (patterns).
6. Write the word covering up the model, and saying the word as you write it.
7. Repeat the process 10-15 minutes later, then check in a week to see if you can spell the word.

Spelling can be an independent area of learning for the learners or it can be part of your work together. You may want to suggest that your learners keep a record of their own spelling words.

Reprinted from *TUTOR: 6th Edition,* (LVA, 1987).

Applying The Instructional Process

All the steps given in the "Instructional Process" detailed in the previous pages can and should be applied to learner-selected/-created material as soon as you are comfortable with the process. Adults especially will not be motivated to read or have their interest engaged in reading and writing unless the material is relevant to what they want to know.

While the stories and essays in the series will vary in interest to different learners, the series is intended only to be a part of the lesson. Learners come to adult education/literacy sessions to learn to read and write in some specific content area such as the Bible, a driver's manual, newspaper, to help their children in school or to read to their children or to read job-related material. They do not come to read basal series.

The quicker you can give control over the selection of the words to be learned and the material to be written to your learners, the quicker you will be allowing the learners to be responsible for their own learning in an obvious way.

The materials taught from could be either print (for example, books, forms, applications, newsletters, school notices, manuals, newspapers, signs) or learner-created (for example, language experience stories, dictated letters or poems, or a piece of writing in final form). In either case, you prepare the material for instuction and teach with it in the same way.

Preparing Materials For Instruction

1. Have learners bring materials they want to learn to read to the lesson.
2. Read the material to the learner. Ask each learner to identify the words which are a key to understanding a particular passage or are the most useful to know.
3. Have the learner highlight the words he/she can already read.
4. Have the learner underline four to ten of the words he/she wants to be able to read and write.

Teaching With Learner-selected Or Learner-created Materials

Teach as shown in the proceeding "Direct Instruction" section:

1. Read the material to the learners.
2. Read the material with the learners (echo reading).
3. Teach the underlined words using sight word technique.
4. Then teach patterns as they occur.
5. Re-read the material to the learners (assisted reading).
6. Re-read the material with the learners (echo reading).
7. Learners read the words that they know in the material, you read the others.
8. Do writing and other activities as noted in "Additional Activities."

Highlight the underlined words as they are learned, thus providing review and encouragement.

Summary

The *Read On! II* program procedure can be summed up as follows:

1. Pretest.
2. Start the learners where pretesting indicates.
3. Bring the learners knowledge about a topic to mind by discussing the topic to be read.
4. Read the selection to, and then with, the learners.
5. Give the learners instruction, and practice.
6. Re-read the selection, to and with the learners.
7. Discuss and extend the learning to new contexts through writing, workbook exercises and other activities.
8. Check mastery of the words through drills with the word cards.
9. Extend the instructional process described to other learner-selected or learner-created material.

Read On! II
And Conversation English Learners

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Principles

The *Read On! II* Series can be used effectively to develop reading skills of conversational English learners (non-native speakers of English). Some modification and expansion of the General Directions are needed to prepare these learners for the presentation and practice of the reading selections. The following are some general principles for adapting these materials.

1. **Before "Setting the Context":** Conversational English learners may not have the same or a similar set of background knowledge and cultural-specific information that a native speaker of English possesses. For example, the role of police and criminal investigators in their society may differ greatly from the roles they have in American society. It is essential that non-native speakers of English be given an opportunity to experience and see first-hand how and where a topic fits into American society and how Americans view the situation.

Experiential activities such as field trips to museums, visiting pet stores, introductions to local community resources, looking at films or collections of photos, taking informal opinion polls of friends or co-workers, and listening to relevant music can expose the learners to information and the overall context in which to interpret the reading passages. These activities will assist the learners in building a network of knowledge for comprehension purposes.

Discussions about cultural differences help learners reorganize their past experiences and knowledge to make sense of the American view of things. Conversational English learners need to develop a different cultural perspective to understand written English. Discussions and questions need to be sensitive and carefully chosen. Focus on comparing different cultural views, not on judging or advocating one view as better or more logical than another. Allow learners time to think and formulate answers. They need to express themselves and their concerns about cultural issues, so it is important to let them speak and not do all the talking yourself. Be sure to listen and respond to information and questions they initiate.

2. **Prepare for your lesson:** When reading the passage, try to pick out possible problem areas for your learner that can be reviewed or presented sometime during the lesson. Since

conversational English learners do not have the same language background as native speakers, these problem areas might be vocabulary, idiomatic expressions, pronunciation problems, and complex sentence structures.

(a) During the pre-discussion or experiential activity, assess if the learner is familiar with the essential topic-related vocabulary in the text. Be prepared with visuals, examples, or actions to clearly explain new vocabulary. Have the learner practice pronouncing new word.

Translation and bilingual dictionaries should be discouraged. The goal is for the learner to attain meaning from contexts and make educated "guesses." It is not necessary to "teach" every new word that will be encountered in the reading passage. Word by word translation slows down the process of both reading and speaking and learners lose the overall meaning of the sentence or passage.

(b) Look for idiomatic expressions and phrases or words that have special meanings for the specific contexts. Have learners first try to figure out the meaning from the context and situation but be prepared with clear explanations and examples when reading the text with the learner. For example: "knock (someone) off" — "Now Rand has got to be knocked off."

(c) Oral language often occurs in short sentences and phrases, while written language tends to be constructed of longer and more complex sentences. Conversational English learners may have difficulty with the complex sentence patterns found in reading passages. It is not necessary to teach the learners to use or form complex grammatical structures, but the teacher should be prepared to break the sentences down into smaller units in order to be sure the learner understands the entire sentence. For example: *"Mack pulled up where there was a gap between two big trees, cut off his engine and sat in the car, thinking."* Be prepared to explain function words such as "if," "though," "so," "while," and "otherwise."

(d) Pronunciation must be practiced over a long period of time to be mastered. The goal is for the learner to be understood. Pronunciation is important to conversational English learners studying reading because they often recognize words by the sounds. If learners mispronounce words that they are reading, they lose a valuable clue to the meaning of the words and may not recognize a known vocabulary item.

Pronunciation should not be emphasized during the reading portions of the lesson but can be covered when presenting new sight words, word patterns, or phonics. It is first necessary that learners hear the sounds before they can be expected to produce them

correctly. Focus on the isolated sound that is causing the problem, then on the sound as it occurs within a word and finally as it occurs within a word in a sentence or phrase. It is best to practice slowly at first, gradually increasing the speed until a normal speech rate is reached. Taping is another way of having the learner listen to and correct their own mistakes.

Stress and intonation can change the meaning of sentences. Have the learners carefully repeat and imitate your rhythm and pitch when they are reading.

3. **Comprehension:** Skilled readers use their background experience and knowledge, vocabulary, and understanding of sentence structure to comprehend a written passage. Conversational English learners may know all the individual words in a passage in isolation, be familiar with the sentence structures and the topic but still have difficulty in getting meaning from a passage. After reading a passage with your learners, ask some questions to check and ensure comprehension. Start with factual information questions and questions that require one-word answers. For example: "Where is this person? What is he or she doing? Is it night or daytime?" As learners become more familiar with the material and with answering questions, have them summarize or express in their own words what is in the passage. Have the learner point out and explain examples of humor and other feelings and emotion in the reading. Help the learner see relationships and form inferences from the readings. For example: "What do you think will happen next? Why? Why did he or she do that? How do you think he or she feels?", etc.

Specific Helps

Read On! II Book 1, "Poison Puzzle"

Experiential activity:

Visit a police station.
Talk to a police officer.
List places and times you see police.
Watch a TV police or detective show. What do they do?

Discussion questions:

What do police do here in the U.S.?
What did police do in your former country?
Do you feel uncomfortable around police? If so, why?
Who helps solve crimes here? In your former country?

Idioms:

"up to her ears in _____"
"hot on a case"
"went over in (his) mind"
"dig into"
"drink up"

"Norway Rat"

Experiential activity:

Visit a pet shop.
Talk to an exterminator.
Look at animal books.

Discussion questions:

Do you like rats? Why or why not?
Are rats a problem here or in your former country?
Have you ever seen one? Where? What was it doing?

Idioms:

"wiped out"
"wear (something) down"
"give up"

Read On! II Book 2, Musical Mixup

Experiential activity:

Visit a restaurant or lounge. Look at what people do, who works there.
Listen to some music at a restaurant.
Visit a music store. Look at instruments and the sheet music.

Discussion questions:

Do you like music? What kind of music?
Do you play an instrument?
What instruments are popular in your former country?
Do you know any musicians?
Is it easy or difficult to be a musician?
Do they make a lot of money?
Where do they work?
What kind of restaurants do you like? Is there music there?
What kind?

Idioms:

"get rid of"
"take care of"
"knock off (someone)"
"a regular"
"keep (your) mind on"
"buy (something or someone) out"
"let (someone) go"
"get away with (something)"

Read On! II Book 3 Tribute to Red

Experiential activity:

Visit pet shop.
Look at dog books. How much do dogs, and their food, toys, and health care products cost?
Visit local animal hospital.
Take an opinion poll about pets. Do you have a pet? What kind? How long have you had it? Why do you or don't you have a pet?

Watch a dog film ("Old Yeller", "Big Red", "Benji", "Lassie").

Discussion questions:

Do you have any pets?
Did you have any in your former country?
Why do people have pets?
How much does it cost to have a pet (license, shots, food)?
Are there laws about keeping pets here? in your former country?
What kind of tricks do people teach dogs?
What do you do if a dog or pet is injured or very sick?
Are dogs kept as pets in your former country?

Idioms:

"zip through"
"break out"
"become close"
"clean out"
"hook up"
"hang (his head)"
"busted"
"to be in tears"

Read On! II, Book 4 The Vote

Experiential Activities:

Watch a science fiction or space show or movie (Star Trek, ET, Star Wars).
Look at a map of the solar system — find planets.
Look at pictures of UFO's and spaceships.
Walk around town and find examples of pollution and other problems in the community.

Discussion Questions:

Do people live on other planets?
What do you think are the most important problems in the world?
What can or should be done about them?
What will it take to solve these problems?
What is freedom? How important is freedom to you?

Idioms:

"fire the person"
"crossed himself"
"people drifted inside"
"grow hot (with shame)"
"find it out"
"a danger point"
"for certain"
"the choice you face"
"fall into a sleep"
"fights broke out"
"future in our hands"
"call for order"
"the day...drew closer"
"to run our world"
"grown up"

Read On! II Book 5 Let Me Tell You a Story

Experiential Activities:

Look at a map of the world and find the countries

and cities mentioned: Nigeria, Haiti, New York City, Israel, Southwest United States, Ireland, London, England, China, Russia, Japan.

Visit the local library for "story" time or puppet show (take learners' children if appropriate).

Watch a storyteller on TV or a similar show such as "Reading Rainbow", "The Storyteller".

Look at the illustrations for each story and discuss the characters.

Discussion Questions:

Do people in your former country enjoy telling and listening to stories?

Do you tell stories to your children? What are they about?

Why do you tell them?

What is one of your favorite stories? Tell it.

Do stories in your former country have animals in them? Do the animals talk? Do the animals represent (or symbolize) anything or any group of people?

What are some proverbs or sayings from your former country?

Go over some common American ones such as:

"Don't cry over spilt milk"

"Pride goes before a fall"

"A bird in the hand is worth two in the bush"

Can you make up a story about one of them?

What do people in your country think about suicide?

Note: The tone and treatment of suicide in the first story might not be understood or might be offensive to some learners. Use discretion about whether or not it is appropriate for your class or learner.

How important is it to be like others and to do what others are doing in America? Is it good to want to have more money, bigger cars, to travel, etc.? Or should we be happy with what we have?

Have you ever been in a courtroom or seen a trial? What was it like? Do you think the judge was fair? Why or why not?

Do you like jokes? What types of things are funny to you?

Tell about something funny that happened to you.

Do you believe in ghosts? Why or why not? What ghost stories do you know?

Do you remember dreams? Can dreams come true?

Do you believe in heaven? or hell? What do you think they are like if they exist?

Idioms:

"traced shadows"
"a sea of stars"
"be kidding"
"took (take) his life"
"held (hold) everyone's attention"
"his face lit up"
"hand them over"
"turn back"

"self-centered"
"The stories are set in ...a time"
"bag of tricks"
"spent (spend) hours"
"she ended up"
"faded from conversation"
"get in touch with"
"pulled up in front of"
"on their part"
"to seek...advice"

Read On! II Book 6 In My Opinion

Experiential Activities:

Look at a map of the world and find major countries and their allies.
Take an informal poll of friends and co-workers asking their opinions of US-Soviet relations, nuclear weapons, military involvement, human rights.
Look through newspapers for articles, photos, headlines about the US and the Soviet Union.
Find areas on a world map where fighting and wars are going on.
Find pictures of nuclear explosions and victims.

Discussion Questions:

What do you think are the biggest problems in the world (famine, disease, oil, terrorism, unemployment, wars)? Where (in what countries) are these problems? What causes the problems? What do you think. the solutions are to the problems? Who should help solve the problems? Can they really be solved?
What do you think about the US? Soviet Union? What do other countries think about the US? the Soviet Union? Should the US help other nations? What kind of help should the US give? Which countries should be helped?
Are nuclear weapons important? Why or why not?
Is a strong army important? Why or why not?
Should or can the US and Soviet Union work together? Why or why not? What types of things can they do together?

Idioms:

"knocks down"
"is coming up"
"breaks down"
"to run things"
"to send away for"
"cutting back"
"takes on all comers"
"is bound to"
"is apt to"
"went on"
"hung in the balance"
"keep ...(someone) in line"
"keep right at it"
"keep their end of the bargain"
"end up with"
"get the upper hand"
"live and let live"
"stage demonstrations"
"taking over"
"take action"
"in the long run"

Resources

A Handbook for ESL Literacy, Jill Bell, Barbara Burnaby, (Oise Press: Toronto, Canada, 1984)

Handbook for Volunteer ESL Teachers, Kathy Kuy and Jim Ward, (International Institute of Boston: Boston, MA , 1984)

I Speak English, Ruth J. Colvin, (Literacy Volunteers of America, Inc.: Syracuse, NY, 1986)

Practical Guide to the Teaching of English as a Foreign Language, Robert J. Dixon, (Regents Publishing Co.:New York, New York, 1975)

Reading in a Second Language: Hypotheses, Organization and Practice, Ronald Mackay, Bruce Barkman, R.R. Jordan, Editors, (Newbury House Publishers: Rowley, MA, 1979)

Teaching Reading to Non-English Speakers, Eleanor Wall Thonis, (Collier Macmillan International: New York, New York, 1970)

Additional Activities For Basic Reading and Conversational English

Vocabulary Development

One way of expanding a person's knowledge and one which many adults enjoy is through learning the meaning of new words. Because learning takes place when we work from a basis of what is known toward what is not known, start with a group of meaning related words that focus on an interest or a need of your learner(s).

For instance, if the learner needs to know something for work, ask him/her to bring in a manual, a rule book, or the personnel policies that affect him/her. Read a passage to the learner, asking him/her to stop you when you come to a word whose meaning is unclear. Mark that word. When you have five such words noted, copy the sentence in which each appears.

After individual members of the group have selected a few vocabulary words, have the group discuss what each word might mean in its context. Then either you or the learners look up the word in the dictionary and read the definition. Decide which definition fits the meaning of the word used in the reading. Ask the learners to put each word in a new sentence. Try to have all the sample sentences relate to the same topic and to each other.

A version of this activity provides independent practice in vocabulary development.

1. Have the learner select vocabulary words he/she wishes to learn.

2. Have the learner (or learner/tutor) read through the selected words.

3. Have the learner (or learner/tutor) look up word in dictionary such as *Beginning Dictionary—Thorndike-Barnhart Series*, (Scott, Foresman, 1976), read the definition and restate the appropriate meaning in his/her own words, write the reworded definition on a 3 by 5 card.

4. Use these cards as flash cards to memorize the meaning.

5. If appropriate, use words selected in daily conversation [Discuss appropriate vocabulary vs writing vs reading vocabularies].

6. Use hints for enhancing memorization (page 15).

Dictionary Skills

Use the following exercise in combination with the vocabulary development activities given above to teach dictionary skills.

Suppose the learner wants to look up a word in the dictionary. You might say, "Think of the dictionary as being three parts. Words beginning with letters *A* through *F* would be found in the first third of the dictionary; words beginning with *G* through *O* would be found in the middle third of the dictionary; and words beginning with the letters *P* through *Z* would be found in the last third of the dictionary." [It is helpful to have the alphabet from the *Tutor Resource Sheets* or workbooks available so that the learners can check on the order of the letters.]

"Look for the word *dusk* in the dictionary. Since *dusk* begins with the *d*, find the *D* section in the dictionary. Now, look at the second letter in *dusk*. What is it? (*u*). 0.K. Now, look in the *D* section of the dictionary for words that begin *d-u*. Then look for the next letter, continuing this process until you find the word. When you find *dusk*, read the definitions (meanings) and decide which is the correct meaning for *dusk* as used in the story." (Discuss) Accept tentative definitions. Restate the definition in the group's own words. Follow this pattern for each of the vocabulary words.

"Get your vocabulary card for *dusk*. On the back of the card, write the definition (meaning) of the word. Write a sentence using the word *dusk*."

Language Experience

A language experience story is based on an event, material read to the learner, or a dictation of a letter, note or report that the learner needs or wants to write. After discussing the content of what has been read, or the event to be written about, the learner either writes the story or it is dictated to the tutor if the learner does not write with ease. The aim of Language Experience is to elicit material for teaching the reading of words and phrases which come from the learner's life.

1. Write a language experience story based on the discussion questions at the beginning of each chapter in *Read On! II*. Write the final version on charts. Hang the charts on the wall for free reading.

2. Write a language experience story/essay based on a current event.

   (a) Have learner listen to radio or TV news or a sports broadcast as homework.
   (b) Have the learner locate the same news item in the daily newspaper and bring to lesson.
   (c) Depending on reading level, have the learner read the news article or headline.
   (d) Re-write the news story or write an opinion piece based on the material in the news article.

Many other suggestions will be found in *Read All About It!* (LVA, 1984)

Reading Lyrics

(Reason: People enjoy listening to music and music often helps them remember words.)

1. Play recording of music.
2. Have learners listen to song and follow along with the sheet music.
3. Read the words of the song with the learners, using echo reading exercise.
4. Make a wall chart of the song lyrics and change them every few weeks. Do echo reading of songs now and then throughout the weeks.

Extending Knowledge — Basis for Writing/Reading

1. Read a news story; have the group answer the questions "who, what, where, when, how, why."
2. Have learners do investigative work at the local library related to *Read On! II* stories:
   (a) Search for other mystery, outer space stories.
   (b) Find other books about music and musicians.
   (c) Look for song books or record albums with lyrics printed on the back cover.
   (d) Look for magazines containing stories about musicians, animals, nuclear problems, etc.
3. Change of Location
   (a) Conduct a class or two in a "nonclass setting" such as a park, or a restaurant, as a way of stimulating discussions and ideas for writing.
   (b) Visit a museum, historic site, or local exhibition. Use museum literature as basis for language experience stories before or after the visit.
   (c) Attend a meeting of a citizens group, community action group, a club or organization working with a problem relating to stories in *Read On II.* Have the learners prepare questions.
   (Abridged from William Draves, *How to Teach Adults*, 1984).

Suggestions for Writing

1. Use low-risk activities as themes for writing. Use your judgment as to when the learners in your group are able to deal with thought-provoking themes and not feel threathened. "Humanist activities should be enoyable, thought provoking, reinforcing, and not threatening."
   -Something I'm glad happened
   -What I like about myself
   -My happiest memory
   -My greatest success

-Something I feel proud of
-A time I was treated very fairly

(Adapted from Gertrude Moskowitz, *Caring and Sharing in the Foreign Language Class*, 1978).

2. Ask learner(s) to write the names of all the members of their families. Here is a form to use:

My Family

	Names	Ages	Where they live
Great-grandparents			
Grandparents			
Parents			
Brothers			
Sisters			
Aunts			
Uncles			
Cousins			
etc.			

(Katherine Kennedy and Ellen Sarkisian *Games and Butterflies, 1979*).

3. Everybody Story — Everybody in a small group gets a piece of paper and pencil/pen. Each one writes a title, or the first sentence of a story, then passes his/her paper to the left. The next person reads the sentence silently, adds another sentence or two. He/she then passes the paper to the left, and so on until each learner gets back the paper he/she started with. Then learners write the endings of their stories and take turns in reading aloud to the group.

4. Headlines — Make up headlines related to *Read On! II* stories, such as "Wife Convicted of Murder", "Local Firm Sold To Outsiders", "Dog Saves Owner From Attack."

Learning Games

1. *Concentration* can be played by scattering word cards face down on the table. Turn up any two. If they match, pronounce the word and keep them. If they're not a match, turn the card face down and the next person takes a turn.

2. By putting a number from 1-6 in the corner of each word card, any dice game is possible, for example, *Parcheesi*. Turn up a card. If the learner pronounces the word correctly, he/she advances on the board the number indicated on the card.

3. Make *Bingo* boards with word squares to match the cards. Scatter word cards face down on the table. Turn up a card. If it matches a word square on a player's board, the player pronounces the word and puts the card over the word square on the board. A full row vertically, horizontally or diagonally wins.

4. Play *Tic-Tac-Toe* in the same manner as in *Bingo*. Turn up a card from a pile placed face down. When words are correctly pronounced, the player may put a mark in any space.

Three in a row in any direction wins the game. Match initial or final letters.

5. *Recipe Match*

Need: Copies of recipes

Cut the title off several recipes. Place recipe names in envelope. Place ingredient portions in another envelope. Have learners try to match recipe name with ingredients.

6. *Question and Answer Strips* can be played with one learner or with a group. Have each learner write one question on a piece of paper, writing the answer below it. Then cut the question and answer apart. Put the questions in one pile, the answers in another. Learners match the answers with the questions. They can answer any but the one they put in.

First pile:

How did Sassy make her living?
What did the Vegan in "The Vote" look like?
What kind of a doctor is a veterinarian?

Second pile:

She was a musician.
He had blue skin and green hair.
A doctor who takes care of animals.

Another version of this activity is to read the answers to the group and have them come up with the question that would need to be asked in order to make the answer read correctly.

Comprehension/ Critical Thinking Activities

1. Synonyms and Antonyms — Selecting from word or vocabulary cards, choose a word and ask the learner to supply a synonym (a word that means the same) or an antonym (a word that means the opposite) for each of the words and use the words in in a sentence (Vocabulary).

2. Cut apart a comic strip. Have your learner reassemble the sections correctly (Sequence) or suggest what might be in the speech balloons (Inference).

3. Ask the learners to rhyme with a word you supply (Auditory Discrimination).

4. Have the learners repeat exactly sentences that you supply. Lengthen them as improvement is noted (Auditory Memory).

5. Using a colorful or interesting picture, have the learner describe it or interpret it in some way (Language Development).

6. Read a story of interest to the learners and ask for response in *some* of the following ways (Don't break up the story too much or do all the suggestions in any one day):

(a) Stop after some episode in the story and ask learners to relate it in their own words (Recall of detail).

(b) Stop at an exciting place and ask the learners to predict the next event and to explain why this event could logically take place (Inference, Cause and Effect).

(c) After reading the story, ask the learners to retell the main point in one or two sentences — or in one breath (Summary, Main Idea).
(d) Ask the learners to explain how a character feels and how that is known (Mood, Characterization).
(e) Ask the learners to sum up a story so far, keeping events in order (Sequence).
(f) After finishing a story, ask the learners to invent an epilogue to tell what might have happened if the story had continued (Inference, Prediction). (Adapted from Jane Root, *Teacher's Guide*, LVA, 1978).

Kinesthetic Activities

1. Magnetic Letters (Reason: Actually handling 3-dimensional letters could aid a learner's memory and perception.)
Materials: Lower case magnetic letters and a list of words for spelling.

Procedure:

(a) Pronounce a word to the learner that he/she has difficulty remembering. In the presence of the learner, move the magnetic letters to spell the word.
(b) Tell learner to look at, say, and orally spell the assembled word.
(c) Have learner turn head and you scramble letters.
(d) Ask learner to respell the word, saying the word.

2. Have the beginning learner circle all instances of a given letter or word, such as the letter *e*, or the word police, or words using an apostrophe in a newspaper article.

General Knowledge

1. Maps — Explain "north, south, east, west", pointing at the directions on the map. If using a city map, ask learners to find a heavily traveled street on the east side of town. Explain the key on the map. Ask learners to locate highways, lakes, etc. (See Workbook 5, Unit 50, for more complete details).

2. The Telephone Book — Depending on the learners' abilities introduce basic information such as white pages, blue pages, yellow pages, and emergency numbers. Make a list of questions about your area for learners to answer.

(a) What is the telephone number of Bob's Hardware?
(b) If you want the police to come right away, what number should you call?
(c) What is the number for Community Hospital?
(d) If your child swallowed some poison, what number would you call to get help?
(e) If a fire breaks out in your house, what number should you call. (Remind your learners to leave the house and call from someplace else).

Resources Cited

Caring and Sharing in the Foreign Language Class, Gertrude Moskowitz (Newbury House Publishers: Rowley, MA, 1978)

Games and Butterflies, Katherine Kennedy and Ellen Sarkisian (New Readers Press: Syracuse, NY, 1979)

How to Teach Adults, William Draves (LERN, Learning Resources Network: Manhattan, KS, 1984)

Read All About It: Tutor Adults with Daily Newspaper, V.K. Lawson (Literacy Volunteers of America, Inc.: Syracuse, NY, 1984)

Thinking is a Basic Skill, V.K. Lawson (Literacy Volunteers of America: Syracuse, NY, 1981)

TUTOR, Ruth J. Colvin and Jane H. Root (Literacy Volunteers of America, Inc.: Syracuse, NY, 1987)

Tutoring Small Groups: Basic Reading, Gerald Ottoson, *et.al.*, Literacy Volunteers of America, Inc.: Syracuse, NY, 1985)

Appendices
Model Scripting Example
Based on *Read On! II* Textbook 1, Unit 1

Instructions

Setting the Context

Tutor — Look at the title of the story. [Point, read] It says *The Poison Puzzle*. What do you think the story might be about? [Wait for responses, discuss what puzzles can be — crossword, jigsaw. Give positive responses.] We know that a puzzle is a problem that needs solving — right? Now look at the picture. What does it tell you about details in the story? [Wait for responses. (It's night. There's a thunder and lightning storm. The man is driving an old-fashioned car, etc.)]

Tutor — Because I've read the story, I can tell you that it is a story about a detective named Mack. Do you like to watch mystery stories on TV? What do you like or not like about them?

Learners — (comments)

Tutor — [Terminate discussion] I like mystery stories myself. Now I'll read the whole story.

Tutor — [Read the entire story (page 39) at this time (except for final paragraph) with Learners following along silently. Then come back to this point and begin the chapter-by-chapter reading and instruction.]

* * *

Tutor — Now, I'll read the first chapter of the story and you read along silently. Notice these words in regular type. These are the ones we will be studying in our next lessons. You might know some of them. [Read by sentences, phrases, finger sliding under words.]

1A **Sight Words** /is, Mack, and, I, am, a, on/

Tutor — The words we're going to study first are in the first unit of the story. I'll read first. Then you read the unit with me [echo reading].

Tutor/Learners — [Read the unit. Then, Learners repeat it with you, each using his/her finger to follow at tutor's speed in their books.]

THE POISON PUZZLE

Chapter 1

Unit IA

My name is Mack and I am a **police detective. Right now I'm hot** on a **case that sure has me puzzled.**

/is, Mack, and, I, am, a, on/

Reprinted from "The Poison Puzzle", Textbook 1 in *Read On! II* series (LVA, 1987).

Tutor — We'll study these words in the first unit. They will be a great help in reading the rest of the story. [Point to each word in regular type and say it as you point.] **is Mack, and, I, am, a, on**

Tutor — Now, you pick out the words and each of you read one. We'll begin with you. [If a Learner hesitates a long time, say the word while pointing to it.]

Learners — is, Mack, and, I, am, a, on

Tutor — Yes, **is, Mack, and, I, am, a, on**. [Quickly read the unit again. Put the sentence back together with the right intonation.]

Tutor — Now copy the words we're learning from the story on these separate cards. If you already know how to read the word, copy it anyway so you'll have the word card to use in other activities we'll be doing. [Tutor makes his/her own word cards.]

Learners — (Learners copy the words.) [If any of the Learners hesitates, give him/her assistance in beginning to copy (or draw) the word but have him/her do the work him/herself.]

Tutor — Look at your word cards and read them to me. [Read any word the Learner hesitates on.]

Learners (one at a time)- is, Mack, and, I, am, a, on

Tutor — 0.K. I'm going to mix up the cards, and you read them to me. If you don't know a word, match the word card with the word in the sentence, then read it. We'll go through your card collection three times. [Tutor holds up one card at a time.]

Learners — (Read the words in order given by the tutor.)

Tutor — 0.K. Now, I'm going to build a group of words. You read them after me. [Use the cards and build the word group **I am Mack**, read it, and have the Learners read it after you. Go over it again until it is read as a unit and not word-by-word or syllable-by-syllable. In this first example all the words happen to be one syllable, but the same procedure holds throughout the instruction in the books. READ IN MEANINGFUL UNITS]

Learners — (Read)

Pattern /-am/

Tutor — Now we're going to learn a way for you to learn to

read and write a lot of new words just from knowing one word. Get your word card for **am**.

Tutor — If this word is **am** [write **am**], what is this word? [Write **am** and under it write **jam** on a sheet of paper, in a notebook or on a blackboard so that the Learners can see what you are writing as you say the words. If the Learners don't respond, say the word, point to the first word (**am**); say it. Point to the new word; say it.]

Tutor — Right. [Write words under each other so that the pattern lines up. Wait for Learners response. "If this word is **am**, and this word is **jam** what is this word?" (**Sam**)]

Learners — Sam

Tutor — Right! We're going to make a list of all the words you know and now will be able to read because you know that the **-am** in **am** has the same sound as **-am** in **Sam**, and **jam**, and . . . I'll write down these rhyming words as you say them.

Learners — (provide additional words — "ham", "dam", etc.)

Tutor — [Write the new words on your sheet, lining up the patterned portion; ask for the meaning of the words as they're given.] OK. Look at these words, read them with me. They're the ones you told me. [Read] What part of the word stays the same?

Learners — the am or the a-m part

Tutor — Right, the **am** is the pattern in these words. It looks the same and sounds the same in each of the words in the **-am** pattern list.

Get your notebooks and write **-am** at the top of the page. The - means that letters can be put in front of the **-am** to make a word. [Let Learners supply additional rhyming words; have them copy words from group-generated list into their notebooks. Ask them in turn to tell you a word in pattern and to put it in a sentence. Treat it as a game!]

Learners — (Work on lists in notebooks, reading each word, putting each in a sentence.)

Phonics /m/

Tutor — Find your word card for **Mack**. What letter does it begin with?

Learners — m

Tutor — Right. What's the sound of **m**?

Learners — /mmm/

Tutor — Yes, **Mack** begins with **m**. This is a capital **M**. Capitals are used in the beginning of names and sentences. [If the Learner doesn't know the consonant, tell him/her and have him/her repeat the letter name and its sound. Make a note and after the lesson in the text, go to the *Tutor Resource Sheets* to teach the consonant.]

Assisted Reading

Tutor — Read the unit silently while I read it aloud. [Read] Now read it with me speaking at the same time [echo reading]. [Read] Now we'll read it together: You read the words you know, and I'll read the others [shared reading]. [Read]

NOTE: If end of the lesson, go to the accompaning workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns. Otherwise go on to Unit 1B.

##########

Note: Once all the units in a chapter have been taught the following exercises are used.

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Scope and Sequence

Book 1

	Sight Words		Patterns		Phonics
Unit 1A	Mack	am	ham	ram	m
	and	a	dam	Sam	
	I	on	jam	tam	
Unit 1B	it	road	car	jar	s
	the	sound	bar	tar	
	car		far	star	
Unit 1C	at	but	mat	fat	f
	was	found	sat	bat	
	who		hat	cat	
Unit 2A	in		cup		p
	he		pup		
	what		supper		
	up				
	and				
Unit 2B	they	before	fan	ran	
	friends	after	ban	tan	
	went	poison	can		
	man	be	pan		
Unit 2C	had		but		b
	Mr.		cut		
	Mrs.		nut		
	said				
Unit 3A	that	when	he		t
	she	hers	me		
	talked	in	we		l
	his	ice	be		
Unit 3B	did		in	bid	
	if		bin	hid	
	why		din	kid	
	how		fin	lid	
	answer		kin	rid	
	woman		pin		
			sin		
			tin		

	Sight Words		Patterns		Phonics
Unit 4A	out with rain		bit fit hit kit	lit pit sit	g r
Unit 4B	all no time got as		all ball call fall hall	tall wall mall	
Unit 5	where police money	neighbor main			
Unit 6A	stop to are run like by free way down		run bun fun gun nun pun sun	stop cop mop pop top chop	d
Unit 6B	from sick		sick Dick kick lick pick	tick wick stick ticket	n
Unit 7	them get keep could of does not	has for leg	bet jet let net pet set wet	leg beg keg peg	j k
Unit 8	one year people most of live city	egg eat anything vegetable	thing ring sing wing bring fling sting		c v

	Sight Words		Patterns		Phonics
Unit 9	very homes try smart	there would find will	tight light might night	right sight	h w
Unit 10	his my mine her hers our	ours your yours their theirs			y

Book 2

Unit 11A	Sassy music songs musician voice piano makes		bake cake fake lake make rake	gong long song wrong	sp-
Unit 11B	books hours spend		book cook hook	look took	
Unit 12A	enough rent tips buy good		dip hip lip nip sip tip	bent cent dent lent rent sent	spent tent went
Unit 12B	club room restaurant	relax listen			
Unit 13A	came business two red wore		came fame game lame name	same tame	
Unit 13B	Fay care you off don't		day hay lay may play	say stay way	

	Sight Words		Patterns		Phonics
Unit 14	danger some tell well	notes ought him yell	bell cell fell sell	spell tell well	
Unit 15	couldn't playing dollar bar answered telephone maybe put		bar car far jar mar star	could should would	pl-
Unit 16	back gone over table	here meet boss this	back Jack lack pack	rack sack stack	
Unit 17	do since asked own company video	now best didn't made go	best nest pest rest test	fade jade made wade	
Unit 18	help football talks movies tonight killed too like		bike dike hike like mike pike spike	bill fill hill kill mill spill still	
Unit 19	knocked that's work need want hear		ear dear fear gear hear near	rear year Sears	

Book 3

	Sight Words		Patterns		Phonics
Unit 21A	begins about dog been	released hospital neck remain			
Unit 21B	regain pass foot passed so returned		remove returned regain recall relive	relight rebid remain	
Unit 22A	three hundred only told	because mother father were	cold fold gold hold	mold sold	
Unit 22B	give fast through such stand gave while		cast last mast past vast blast	band hand land sand brand grand	
Unit 23	months used to warned warn come closer close	laughed laugh already teeth pulled side	hide ride tide wide bride pride		pr-
Unit 25	grew brother job few president	truck barely animal emergency clinic	few new stew blew crew	mother another other	
Unit 26A	placed which thousand he'd	done mind	face lace mace race	brace Grace place	
Unit 26B	weeks drove miles	medication had			

	Sight Words		Patterns		Phonics
Unit 27A	next care became even	saw found reading	around bound ground hound	pound round sound	
Unit 27B	lying having happened everything	every nurse more than			
Unit 28A	several hours began a.m.	p.m. check plastic arms			
Unit 28B	dead myself	shoulders very			
Unit 29A	died 1986 love never able directions	better alive today	cable table sable enable stable unable		
Unit 29B	death missed know	finally learning			

Book 4

Unit 31A	coffee blue green eyes small				sm-
Unit 31B	station fire person trouble waited				
Unit 31C	kind cold Earth joke		joke poke woke broke awoke smoke spoke	kind bind find mind wind blind	

	Sight Words		Patterns	Phonics
Unit 32A	unless nothing part scared feel victim crisis	unless uncover unseen unknown	part cart dart	
Unit 32B	prove please accept then			
Unit 33	darkness surprise power soon rubbed blinked	dirty sky across Vegan Starfleet peace	darkness closeness kindness sadness meaness goodness	
Unit 34	slowly pictures world screen suddenly forgive	us understand must beautiful happy great		
Unit 35	many war terrorism men women children streets bombs	yellow seen felt hot these problems age appeared	got pot hot dot cot	cage page rage wage
Unit 36	teach yourselves offer trade until laws	schools tools clean heal smiled	teach each peach beach reach	trade parade wade spade jade
Unit 37	important sleep vote grow open finger	almost half end black yes	end bend mend send trend	

	Sight Words		Patterns		Phonics
Unit 38	later walked coming words television country	knew wasn't science choice history future			
Unit 39	town freedom else mayor	aren't nuke seemed overnight	lives dives fives hives	wives arrives drives knives	
Unit 40	village matter afternoon heard dignity mess	life parents rule	mess less bless dress press	matter after better enter fatter sitter	
Unit 41	strip despair wonder die	minutes between starry path			str-

Book 5

Unit 42	story dark glowing peer outward meaning	throat humor always stories heart believe ourselves	dark mark remark remarkable shark park spark	mean meaning lean clean jean	low glow slow blow row grow	throw snow know show tow
Unit 43A	both Africa river debts much richest fact himself collector		fact factor factory act actor action	biggest finest happiest cleanest darkest	myself yourself himself herself itself ourselves yourselves themselves	

	Sight Words		Patterns			
Unit 43B	debtor owe also collect argument followed beside argued contest				actor collector debtor doctor director sailor	
Unit 44	island decided leave I'll mouth ocean agreed eagerly beak	toward sea goodbye noticed vine Surely	I'll you'll he'll she'll it'll we'll you'll they'll	beak weak peak speak leak	vine wine whine diner fine	clearly happily strongly darkly surely
Unit 45A	justice young adults judge lived murdered	brought crime verdict shall repair cried	give live	cry try fry dry	cried tried fried dried	
Unit 45B	self-centered thought reconsider however those			thought brought		
Unit 46A	questions United States whether dusty I've left famous you're	I'm you've really dare little partner medicine	I've you've he's she's it's we've you've they've	I'm you're he's she's it's	we're you're they're	
Unit 46B	chance trickster idea borrow horse	easily hardly fortune opposite mount again	mount mountain fountain count county	borrow tomorrow sorrow	borrower buyer seller lender teacher	trickster gangster minister teamster

	Sight Words		Patterns		
Unit 46C	perhaps disguise jacket allow secretly jabbing shiny	boots belt sadly pants short nice	belt felt melt knelt	nice rice price lice slice dice mice spice	dusty shiny leaky showy
Unit 47A	house dreams strange ghost breakfast husband ever warm	garden exist afterwards family forward	range strange change arrange	forward backward outward inward upward downward toward	
Unit 47B	real estate quite front shown stranger property	quickly couple sign entering bother none	real seal steal heal meal	shown known grown mown	
Unit 48A	boy carefully careful says farmers head	held nose soups together rang	boy joy toy Roy royal	rang sang bang hang	careful carefully hopeful
Unit 48B	troubling son troubled become learned	Heaven burn true robe	burn turn		
Unit 48C	huge sorts food though yard feed large	morning gently yes weeding weeded Sunday	weed feed need needle	yard hard card lard hardly	
Unit 49	silently occasionally visible flames whose flickering	shadowy licked beyond fleeting sure	sure cure pure lure		

	Sight Words		Patterns
Book 6			
Unit 51	child friendship angry problem	conflict cause countries reasons	
Unit 52	communist Russia Russian wealth different labor	often differences first second third fourth	
Unit 53	safe discuss nuclear debate weapons		
Unit 54	viewpoint Soviet Union in order to America against choose arms		arms armament charm harm alarm farm farmer disarm disarmament
Unit 55	strength advertisement information using	started map resisted uses	
Unit 56	glance secure military built becoming refuse social services taxes		glance romance dance chance
Unit 57	discussion fastest practices instead	powerful point butter	

	Sight Words		Patterns		
Unit 58	threat	false			
	accidental	alarm			
	missile	usually			
	early	reducing			
	system	reduce			
Unit 59	security	oppose			
	common	continue			
	compete	levels			
	build	although			
	risk				
Unit 60	born				
	arsenal		late	heat	
	number		rate	cheat	
	trust		mate	meat	
	relationships		date	seat	
	lately		fate		
	cheated		gate		
	verify		hate		
	bargain		later		
			latest		
Unit 61	concerns	survive			
	bail	interests	bail	sink	boat
	boat	radioactive	jail	pink	moat
	sink	medical	mail	mink	coat
	safety		pail	blink	goat
	course		hail	think	
Unit 62	defense	forces			
	improved	human			
	relations	increase			
	maintain	budget			
Unit 63	winners	attacked		defensive	
	loser	attack		expensive	
	leader	defensive			
	interested	invade			
	interest	threatened			
	goal	hostile			
	duty	convince			
	support	benefits			

	Sight Words		Patterns
Unit 64	feet	withdrawing	maid
	nations	presence	laid
	aid	troops	paid
	protect	Europe	
	resources	Europeans	
	withdraw	either	
Unit 65	elsewhere	commitments	
	north	central	
	possible	economy	
	control	businesses	
Unit 66	decision		disagreement
	actually		armament
	hurt		disarmament
	connected		commitment
	body		
	reply		
	fully		
	tension		
	disagreement		
Unit 67	deserve	member of Congress	
	whole	Senators	
	example	Senate	
	equal	address	
	elect	public	
	issues	library	
	letter		
	representatives		

Alphabetical List of Words Taught

a	(BK 1/UN 1)	ball	(BK 1/UN 4)	bound	(BK 3/UN 27)
a.m.	(BK 3/UN 28)	ban	(BK 1/UN 2)	boy	(BK 5/UN 48A)
able	(BK 3/UN 29)	band	(BK 3/UN 22)	brace	(BK 3/UN 26)
about	(BK 3/UN 21)	bar	(BK 2/UN 15)	brand	(BK 3/UN 22)
accept	(BK 4/UN 32B)	barely	(BK 3/UN 25)	breakfast	(BK 5/UN 47A)
accidental	(BK 6/UN 58)	bargain	(BK 6/UN 60)	bride	(BK 3/UN 23)
across	(BK 4/UN 33)	bat	(BK 1/UN 1)	bring	(BK 1/UN 8)
actually	(BK 6/UN 66)	be	(BK 1/UN 2)	brother	(BK 3/UN 25)
address	(BK 6/UN 67)	beak	(BK 5/UN 44)	brought	(BK 5/UN 45)
adults	(BK 5/UN 45)	beautiful	(BK 4/UN 34)	budget	(BK 6/UN 62)
advertisement	(BK 6/UN 55)	became	(BK 3/UN 27)	build	(BK 6/UN 59)
Africa	(BK 5/UN 43A)	because	(BK 3/UN 22)	built	(BK 6/UN 56)
after	(BK 1/UN 2)	become	(BK 5/UN 48B)	bun	(BK 1/UN 6)
afternoon	(BK 4/UN 40)	becoming	(BK 6/UN 56)	burn	(BK 5/UN 48B)
afterwards	(BK 5/UN 47A)	been	(BK 3/UN 21)	business	(BK 2/UN 13)
again	(BK 5/UN 46B)	before	(BK 1/UN 2)	businesses	(BK 6/UN 65)
against	(BK 6/UN 54)	beg	(BK 1/UN 7)	but	(BK 1/UN 2)
age	(BK 4/UN 35)	began	(BK 3/UN 28)	butter	(BK 6/UN 57)
agreed	(BK 5/UN 44)	begin	(BK 3/UN 21)	buy	(BK 2/UN 12)
aid	(BK 6/UN 64)	beginning	(BK 3/UN 2)	by	(BK 1/UN 6)
alarm	(BK 6/UN 58)	begins	(BK 3/UN 21)	cable	(BK 3/UN 29)
alive	(BK 3/UN 29)	believe	(BK 5/UN 42)	cake	(BK 2/UN 11)
all	(BK 1/UN 4)	bell	(BK 2/UN 14)	call	(BK 1/UN 4)
allow	(BK 5/UN 46C)	belt	(BK 5/UN 46C)	came	(BK 2/UN 13)
almost	(BK 4/UN 37)	benefits	(BK 6/UN 63)	can	(BK 1/UN 2)
already	(BK 3/UN 23)	bent	(BK 2/UN 12)	car	(BK 2/UN 15)
also	(BK 5/UN 43B)	beside	(BK 5/UN 43B)	care	(BK 3/UN 27)
although	(BK 6/UN 59)	best	(BK 2/UN 17)	careful	(BK 5/UN 48A)
always	(BK 5/UN 42)	bet	(BK 1/UN 7)	carefully	(BK 5/UN 48A)
am	(BK 1/UN 1)	better	(BK 3/UN 29)	cast	(BK 3/UN 22)
America	(BK 6/UN 54)	between	(BK 4/UN 41)	cat	(BK 1/UN 1)
an	(BK 1/UN 2)	beyond	(BK 5/UN 49)	cause	(BK 6/UN 51)
and	(BK 1/UN 1)	bid	(BK 1/UN 3)	cell	(BK 2/UN 14)
angry	(BK 6/UN 51)	big	(BK 3/UN 24)	cent	(BK 2/UN 12)
animal	(BK 3/UN 25)	bigger	(BK 3/UN 24)	central	(BK 6/UN 65)
another	(BK 3/UN 25)	biggest	(BK 3/UN 24)	chance	(BK 5/UN 46B)
answer	(BK 1/UN 3)	bike	(BK 2/UN 18)	cheated	(BK 6/UN 60)
answered	(BK 2/UN 15)	bill	(BK 2/UN 18)	check	(BK 3/UN 28)
any	(BK 1/UN 8)	bin	(BK 1/UN 3)	child	(BK 6/UN 51)
anything	(BK 1/UN 8)	bit	(BK 1/UN 4)	children	(BK 4/UN 35)
are	(BK 1/UN 6)	black	(BK 4/UN 37)	choice	(BK 4/UN 38)
aren't	(BK 4/UN 39)	blast	(BK 3/UN 22)	choose	(BK 6/UN 54)
argued	(BK 5/UN 43B)	blew	(BK 3/UN 25)	city	(BK 1/UN 8)
argument	(BK 5/UN 43B)	blinked	(BK 4/UN 33)	clean	(BK 4/UN 36)
arms	(BK 3/UN 28)	blue	(BK 4/UN 31A)	clinic	(BK 3/UN 25)
arms	(BK 6/UN 54)	boat	(BK 6/UN 61)	close	(BK 3/UN 23)
around	(BK 3/UN 27)	body	(BK 6/UN 66)	closer	(BK 3/UN 23)
arsenal	(BK 6/UN 60)	bombs	(BK 4/UN 35)	closest	(BK 3/UN 23)
as	(BK 1/UN 4)	book	(BK 2/UN 11)	club	(BK 2/UN 12)
asked	(BK 2/UN 17)	books	(BK 2/UN 11)	coffee	(BK 4/UN 31A)
at	(BK 1/UN 1)	boots	(BK 5/UN 46C)	cold	(BK 3/UN 22)
attack	(BK 6/UN 63)	born	(BK 6/UN 60)	collect	(BK 5/UN 43B)
attacked	(BK 6/UN 63)	borrow	(BK 5/UN 46B)	collector	(BK 5/UN 43A)
back	(BK 2/UN 16)	boss	(BK 2/UN 16)	come	(BK 3/UN 23)
bail	(BK 6/UN 61)	both	(BK 5/UN 43A)	comes	(BK 4/UN 33)
bake	(BK 2/UN 11)	bother	(BK 5/UN 47B)	coming	(BK 4/UN 38)

commitments	(BK 6/UN 65)	discuss	(BK 6/UN 53)	Fay	(BK 2/UN 13)
common	(BK 6/UN 59)	discussion	(BK 6/UN 57)	fear	(BK 2/UN 19)
communist	(BK 6/UN 52)	disguise	(BK 5/UN 46C)	feed	(BK 5/UN 48C)
company	(BK 2/UN 17)	do	(BK 2/UN 17)	feel	(BK 4/UN 32A)
compete	(BK 6/UN 59)	does	(BK 1/UN 7)	feet	(BK 6/UN 64)
concerns	(BK 6/UN 61)	dog	(BK 3/UN 21)	fell	(BK 2/UN 14)
conflict	(BK 6/UN 51)	dollar	(BK 2/UN 15)	felt	(BK 4/UN 35)
connected	(BK 6/UN 66)	don't	(BK 2/UN 3)	few	(BK 3/UN 25)
contest	(BK 5/UN 43B)	done	(BK 3/UN 26)	fight	(BK 1/UN 9)
continue	(BK 6/UN 59)	down	(BK 1/UN 6)	fill	(BK 2/UN 18)
control	(BK 6/UN 65)	dreams	(BK 5/UN 47A)	fin	(BK 1/UN 3)
convince	(BK 6/UN 63)	drove	(BK 3/UN 26)	finally	(BK 3/UN 29)
cook	(BK 2/UN 11)	dusty	(BK 5/UN 46A)	find	(BK 1/UN 9)
cop	(BK 1/UN 6)	duty	(BK 6/UN 63)	finger	(BK 4/UN 37)
could	(BK 2/UN 15)	eagerly	(BK 5/UN 44)	fire	(BK 4/UN 31B)
couldn't	(BK 2/UN 15)	ear	(BK 2/UN 19)	first	(BK 6/UN 52)
countries	(BK 6/UN 51)	early	(BK 6/UN 58)	fit	(BK 1/UN 4)
country	(BK 4/UN 38)	earth	(BK 4/UN 31C)	flames	(BK 5/UN 49)
couple	(BK 5/UN 47B)	easily	(BK 5/UN 46B)	fleeting	(BK 5/UN 49)
course	(BK 6/UN 61)	eat	(BK 1/UN 8)	flickering	(BK 5/UN 49)
crew	(BK 3/UN 25)	economy	(BK 6/UN 65)	fold	(BK 3/UN 22)
cried	(BK 5/UN 45)	egg	(BK 1/UN 8)	followed	(BK 5/UN 43B)
crime	(BK 5/UN 45)	either	(BK 6/UN 64)	food	(BK 5/UN 48C)
crisis	(BK 4/UN 32A)	elect	(BK 6/UN 67)	foot	(BK 3/UN 21)
cut	(BK 1/UN 2)	else	(BK 4/UN 39)	football	(BK 2/UN 18)
dam	(BK 1/UN 1)	elsewhere	(BK 6/UN 65)	for	(BK 1/UN 7)
danger	(BK 2/UN 14)	emergency	(BK 3/UN 25)	forces	(BK 6/UN 62)
dare	(BK 5/UN 46A)	enable	(BK 3/UN 29)	forgive	(BK 4/UN 34)
dark	(BK 5/UN 42)	end	(BK 4/UN 37)	forward	(BK 5/UN 47A)
darkness	(BK 4/UN 33)	enough	(BK 2/UN 12)	found	(BK 1/UN 1)
day	(BK 2/UN 13)	entering	(BK 5/UN 47B)	fourth	(BK 6/UN 52)
dead	(BK 3/UN 28)	equal	(BK 6/UN 67)	free	(BK 1/UN 6)
dear	(BK 2/UN 19)	Europe	(BK 6/UN 64)	freedom	(BK 4/UN 39)
death	(BK 3/UN 29)	Europeans	(BK 6/UN 64)	friends	(BK 1/UN 2)
debate	(BK 6/UN 53)	even	(BK 3/UN 27)	friendship	(BK 6/UN 51)
debtor	(BK 5/UN 43B)	ever	(BK 5/UN 47A)	from	(BK 1/UN 6)
debts	(BK 5/UN 43A)	everything	(BK 3/UN 27)	front	(BK 5/UN 47B)
decided	(BK 5/UN 44)	example	(BK 6/UN 67)	fully	(BK 6/UN 66)
decision	(BK 6/UN 66)	exist	(BK 5/UN 47A)	fun	(BK 1/UN 6)
defense	(BK 6/UN 62)	eyes	(BK 4/UN 31A)	future	(BK 4/UN 38)
defensive	(BK 6/UN 63)	fable	(BK 3/UN 29)	game	(BK 2/UN 13)
dent	(BK 2/UN 12)	face	(BK 3/UN 26)	garden	(BK 5/UN 47A)
deserve	(BK 6/UN 67)	fact	(BK 5/UN 43A)	gave	(BK 3/UN 22)
despair	(BK 4/UN 41)	fade	(BK 2/UN 17)	gear	(BK 2/UN 19)
did	(BK 1/UN 3)	fake	(BK 2/UN 11)	gently	(BK 5/UN 48C)
didn't	(BK 2/UN 17)	fall	(BK 1/UN 4)	get	(BK 1/UN 7)
die	(BK 4/UN 41)	false	(BK 6/UN 58)	ghost	(BK 5/UN 47A)
died	(BK 3/UN 29)	fame	(BK 2/UN 13)	give	(BK 3/UN 22)
differences	(BK 6/UN 52)	family	(BK 5/UN 47A)	glance	(BK 6/UN 56)
different	(BK 6/UN 52)	famous	(BK 5/UN 46A)	glowing	(BK 5/UN 42)
dignity	(BK 4/UN 40)	fan	(BK 1/UN 2)	go	(BK 2/UN 17)
dike	(BK 2/UN 18)	far	(BK 2/UN 15)	goal	(BK 6/UN 63)
din	(BK 1/UN 3)	farmers	(BK 5/UN 48A)	gold	(BK 3/UN 22)
dip	(BK 2/UN 12)	fast	(BK 3/UN 22)	gone	(BK 2/UN 16)
directions	(BK 3/UN 29)	fastest	(BK 6/UN 57)	gong	(BK 2/UN 11)
dirty	(BK 4/UN 33)	fat	(BK 1/UN 1)	good	(BK 2/UN 12)
disagreement	(BK 6/UN 66)	father	(BK 3/UN 22)	goodbye	(BK 5/UN 44)

got	(BK 1/UN 4)	huge	(BK 5/UN 48C)	lately	(BK 6/UN 60)
grace	(BK 3/UN 26)	human	(BK 6/UN 62)	later	(BK 4/UN 38)
grand	(BK 3/UN 22)	humor	(BK 5/UN 42)	laughed	(BK 3/UN 23)
great	(BK 4/UN 34)	hundred	(BK 3/UN 22)	lay	(BK 2/UN 13)
green	(BK 4/UN 31A)	hurt	(BK 6/UN 66)	leader	(BK 6/UN 63)
grew	(BK 3/UN 25)	husband	(BK 5/UN 47A)	learned	(BK 5/UN 48B)
ground	(BK 3/UN 27)	hut	(BK 1/UN 2)	learning	(BK 3/UN 29)
gun	(BK 1/UN 6)	I	(BK 1/UN 1)	leave	(BK 5/UN 44)
gut	(BK 1/UN 2)	I'll	(BK 5/UN 44)	left	(BK 5/UN 46A)
half	(BK 4/UN 37)	I'm	(BK 5/UN 46A)	leg	(BK 1/UN 7)
hall	(BK 1/UN 4)	I've	(BK 5/UN 46A)	legs	(BK 1/UN 7)
ham	(BK 1/UN 1)	ice	(BK 1/UN 3)	lent	(BK 2/UN 12)
hand	(BK 3/UN 22)	idea	(BK 5/UN 46B)	let	(BK 1/UN 7)
happened	(BK 3/UN 27)	if	(BK 1/UN 3)	letter	(BK 6/UN 67)
happy	(BK 4/UN 34)	important	(BK 4/UN 37)	levels	(BK 6/UN 59)
hardly	(BK 5/UN 46B)	improved	(BK 6/UN 62)	library	(BK 6/UN 67)
has	(BK 1/UN 7)	in	(BK 1/UN 3)	lid	(BK 1/UN 3)
hat	(BK 1/UN 1)	in order to	(BK6/UN 54)	life	(BK 4/UN 40)
have	(BK 1/UN 8)	increase	(BK 6/UN 62))	light	(BK 1/UN 9)
having	(BK 3/UN 27)	information	(BK 6/UN 55)	like	(BK 2/UN 18)
hay	(BK 2/UN 13)	instead	(BK 6/UN 57)	likes	(BK 1/UN 6)
he	(BK 1/UN 2)	interest	(BK 6/UN 63)	lip	(BK 2/UN 12)
he'd	(BK 3/UN 26)	interested	(BK 6/UN 63)	listen	(BK 2/UN 12)
head	(BK 5/UN 48A)	interests	(BK 6/UN 61)	lit	(BK 1/UN 4)
heal	(BK 4/UN 36)	invade	(BK 6/UN 63)	little	(BK 5/UN 46A)
hear	(BK 2/UN 19)	is	(BK 1/UN 1)	live	(BK 1/UN 8)
heard	(BK 4/UN 40)	island	(BK 5/UN 44)	lived	(BK 5/UN 45)
heart	(BK 5/UN 42)	issues	(BK 6/UN 67)	lives	(BK 4/UN 39)
heaven	(BK 5/UN 48B)	it	(BK 1/UN 1)	long	(BK 2/UN 11)
held	(BK 5/UN 48A)	jabbing	(BK 5/UN 46C)	look	(BK 2/UN 11)
help	(BK 2/UN 18)	jack	(BK 2/UN 16)	loser	(BK 6/UN 63)
her	(BK 1/UN 3)	jacket	(BK 5/UN 46C)	love	(BK 3/UN 29)
here	(BK 2/UN 16)	jade	(BK 2/UN 17)	lying	(BK 3/UN 27)
hers	(BK 1/UN 10)	jam	(BK 1/UN 1)	mace	(BK 3/UN 26)
hid	(BK 1/UN 3)	jar	(BK 2/UN 15)	Mack	(BK 1/UN 1)
hide	(BK 3/UN 23)	job	(BK 3/UN 25)	made	(BK 2/UN 17)
hike	(BK 2/UN 18)	joke	(BK 4/UN 31C)	main	(BK 1/UN 5)
hill	(BK 2/UN 18)	judge	(BK 5/UN 45)	maintain	(BK 6/UN 62)
him	(BK 2/UN 14)	just	(BK 1/UN 7)	make	(BK 2/UN 11)
himself	(BK 5/UN 43A)	justice	(BK 5/UN 45)	makes	(BK 2/UN 11)
hip	(BK 2/UN 12)	keep	(BK 1/UN 7)	mall	(BK 1/UN 4)
his	(BK 1/UN 3)	keg	(BK 1/UN 7)	man	(BK 1/UN 2)
history	(BK 4/UN 38)	kid	(BK 1/UN 3)	man's	(BK 1/UN 2)
hit	(BK 1/UN 4)	kill	(BK 2/UN 18)	many	(BK 4/UN 35)
hold	(BK 3/UN 22)	killed	(BK 2/UN 18)	map	(BK 6/UN 55)
homes	(BK 1/UN 9)	kin	(BK 1/UN 3)	mar	(BK 2/UN 15)
hook	(BK 2/UN 11)	kind	(BK 4/UN 31C)	mast	(BK 3/UN 22)
hop	(BK 1/UN 6)	kit	(BK 1/UN 4)	mat	(BK 1/UN 1)
hope	(BK 4/UN 39)	knew	(BK 4/UN 38)	matter	(BK 4/UN 40)
horse	(BK 5/UN 46B)	knocked	(BK 2/UN 19)	may	(BK 2/UN 13)
hospital	(BK 3/UN 21)	know	(BK 3/UN 29)	maybe	(BK 2/UN 15)
hostile	(BK 6/UN 63)	labor	(BK 6/UN 52)	mayor	(BK 4/UN 39)
hot	(BK 4/UN 35)	lace	(BK 3/UN 26)	me	(BK 1/UN 3)
hound	(BK 3/UN 27)	lack	(BK 2/UN 16)	meaning	(BK 5/UN 42)
hours	(BK 3/UN 28)	lake	(BK 2/UN 11)	medical	(BK 6/UN 61)
house	(BK 5/UN 47A)	lame	(BK 2/UN 13)	medication	(BK 3/UN 26)
how	(BK 1/UN 3)	land	(BK 3/UN 22)	medicine	(BK 5/UN 46A)
however	(BK 5/UN 45)	large	(BK 5/UN 48C)	meet	(BK 2/UN 16)

Meg	(BK 1/UN 7)
member of	
congress	(BK 6/UN 67)
men	(BK 4/UN 35)
mess	(BK 4/UN 40)
might	(BK 1/UN 9)
Mike	(BK 2/UN 18)
miles	(BK 3/UN 26)
military	(BK 6/UN 56)
mill	(BK 2/UN 18)
mind	(BK 3/UN 26)
mine	(BK 1/UN 10)
minutes	(BK 4/UN 41)
missed	(BK 3/UN 29)
missile	(BK 6/UN 58)
mold	(BK 3/UN 22)
money	(BK 1/UN 5)
months	(BK 3/UN 23)
mop	(BK 1/UN 6)
more	(BK 3/UN 27)
morning	(BK 5/UN 48C)
most	(BK 1/UN 8)
mother	(BK 3/UN 22)
mount	(BK 5/UN 46B)
mouth	(BK 5/UN 44)
movies	(BK 2/UN 18)
Mr.	(BK 1/UN 2)
Mrs.	(BK 1/UN 2)
Ms.	(BK 1/UN 2)
much	(BK 5/UN 43A)
murdered	(BK 5/UN 45)
music	(BK 2/UN 11)
musician	(BK 2/UN 11)
must	(BK 4/UN 34)
myself	(BK 3/UN 28)
name	(BK 2/UN 13)
nations	(BK 6/UN 64)
near	(BK 2/UN 19)
neck	(BK 3/UN 21)
need	(BK 2/UN 19)
neighbor	(BK 1/UN 5)
nest	(BK 2/UN 17)
net	(BK 1/UN 7)
never	(BK 3/UN 29)
new	(BK 3/UN 25)
next	(BK 3/UN 27)
nice	(BK 5/UN 46C)
night	(BK 1/UN 9)
nip	(BK 2/UN 12)
no	(BK 1/UN 4)
none	(BK 5/UN 47B)
nor	(BK 1/UN 7)
north	(BK 6/UN 65)
nose	(BK 5/UN 48A)
not	(BK 1/UN 7)
notes	(BK 2/UN 14)
nothing	(BK 4/UN 32A)
noticed	(BK 5/UN 44)
now	(BK 2/UN 17)
nuclear	(BK 6/UN 53)
nuke	(BK 4/UN 39)
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nun	(BK 1/UN 6)
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pike	(BK 2/UN 18)
pill	(BK 2/UN 18)
pin	(BK 1/UN 3)
ping	(BK 1/UN 8)
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place	(BK 3/UN 26)
plastic	(BK 3/UN 28)
play	(BK 2/UN 13)
played	(BK 2/UN 19
playing	(BK 2/UN 15)
please	(BK 4/UN 32B)
point	(BK 6/UN 57)
poison	(BK 1/UN 2)
police	(BK 1/UN 5)
pop	(BK 1/UN 6)
possible	(BK 6/UN 65)
pound	(BK 3/UN 27)
power	(BK 4/UN 33)
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practices	(BK 6/UN 57)
presence	(BK 6/UN 64)
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protect	(BK 6/UN 64)
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rang	(BK 5/UN 48A)
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real estate	(BK 5/UN 47B)
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rear	(BK 2/UN 19)
reasons	(BK 6/UN 51)
rebid	(BK 3/UN 21)
recall	(BK 3/UN 21)
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relax	(BK 2/UN 12)
released	(BK 3/UN 21)
relight	(BK 3/UN 21)
relive	(BK 3/UN 21)
remain	(BK 3/UN 21)
remove	(BK 3/UN 21)
rent	(BK 2/UN 12)

repair	(BK 5/UN 45)
reply	(BK 6/UN 66)
representatives	(BK 6/UN 67)
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resources	(BK 6/UN 64)
rest	(BK 2/UN 17)
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returned	(BK 3/UN 21)
richest	(BK 5/UN 43A)
rid	(BK 1/UN 3)
ride	(BK 3/UN 23)
right	(BK 1/UN 9)
ring	(BK 1/UN 8)
rip	(BK 2/UN 12)
risk	(BK 6/UN 59)
river	(BK 5/UN 43A)
road	(BK 1/UN 1)
robe	(BK 5/UN 48B)
room	(BK 2/UN 12)
round	(BK 3/UN 27)
rubbed	(BK 4/UN 33)
rule	(BK 4/UN 40)
run	(BK 1/UN 6)
Russia	(BK 6/UN 52)
rut	(BK 1/UN 2)
sable	(BK 3/UN 29)
sack	(BK 2/UN 16)
sadly	(BK 5/UN 46C)
safe	(BK 6/UN 53)
safety	(BK 6/UN 61)
said	(BK 1/UN 4)
sake	(BK 2/UN 11)
Sam	(BK 1/UN 1)
same	(BK 2/UN 13)
sand	(BK 3/UN 22)
Sassy	(BK 2/UN 11)
sat	(BK 1N/UN 1)
saw	(BK 3/UN 27)
say	(BK 2/UN 13)
says	(BK 5/UN 48A)
scared	(BK 4/UN 32A)
schools	(BK 4/UN 36)
science	(BK 4/UN 38)
screen	(BK 4/UN 34)
sea	(BK 5/UN 44)
Sears	(BK 2/UN 19)
second	(BK 6/UN 52)
secretly	(BK 5/UN 46C)
secure	(BK 6/UN 56)
security	(BK 6/UN 59)
seemed	(BK 4/UN 39)
sell	(BK 2/UN 14)
senate	(BK 6/UN 67)
senators	(BK 6/UN 67)
sent	(BK 2/UN 12)
set	(BK 1/UN 7)
several	(BK 3/UN 28)
shadowy	(BK 5/UN 49)
shake	(BK 3/UN 23)
shaking	(BK 3/UN 23)
shall	(BK 5/UN 45)
she	(BK 1/UN 3)
shiny	(BK 5/UN 46C)
short	(BK 5/UN 46C)
should	(BK 2/UN 15)
shown	(BK 5/UN 47B)
sick	(BK 1/UN 6)
side	(BK 3/UN 23)
sight	(BK 1/UN 9)
sign	(BK 5/UN 47B)
silently	(BK 5/UN 49)
sin	(BK 1/UN 3)
since	(BK 2/UN 17)
sing	(BK 1/UN 8)
sink	(BK 6/UN 61)
sip	(BK 2/UN 12)
sit	(BK 1/UN 4)
sky	(BK 4/UN 33)
sleep	(BK 4/UN 37)
slowly	(BK 4/UN 34)
small	(BK 4/UN 31A)
smart	(BK 1/UN 9)
smiled	(BK 4/UN 36)
so	(BK 3/UN 21)
social services	(BK 6/UN 56)
sold	(BK 3/UN 22)
some	(BK 2/UN 14)
son	(BK 5/UN 48B)
song	(BK 2/UN 11)
songs	(BK 2/UN 11)
soon	(BK 4/UN 33)
sorts	(BK 5/UN 48C)
sound	(BK 3/UN 27)
soups	(BK 5/UN 48A)
Soviet Union	(BK 6/UN 54)
spell	(BK 2/UN 14)
spends	(BK 2/UN 11)
spent	(BK 2/UN 12)
spike	(BK 2/UN 18)
spill	(BK 2/UN 18)
stable	(BK 3/UN 29)
stack	(BK 2/UN 16)
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suddenly	(BK 4/UN 34)
sun	(BK 1/UN 6)
Sunday	(BK 5/UN 48C)
supper	(BK 1/UN 3)
support	(BK 6/UN 63)
sure	(BK 5/UN 49)
surely	(BK 5/UN 44)
surprise	(BK 4/UN 33)
survive	(BK 6/UN 61)
system	(BK 6/UN 58)
table	(BK 3/UN 29)
tack	(BK 2/UN 16)
take	(BK 2/UN 11)
talk	(BK 2/UN 13)
talked	(BK 1/UN 3)
talks	(BK 2/UN 18)
tall	(BK 1/UN 4)
tam	(BK 1/UN 1)
tame	(BK 2/UN 13)
tan	(BK 1/UN 2)
tar	(BK 2/UN 15)
taxes	(BK 6/UN 56)
teach	(BK 4/UN 36)
tear	(BK 2/UN 19)
teeth	(BK 3/UN 23)
telephone	(BK 2/UN 15)
television	(BK 4/UN 38)
tell	(BK 2/UN 14)
tension	(BK 6/UN 66)
tent	(BK 2/UN 12)
terrorism	(BK4/UN 35)
test	(BK 2/UN 17)
than	(BK 3/UN 27)
that	(BK 1/UN 3)
that's	(BK 2/UN 19)
the	(BK 1/UN 1)
their	(BK 1/UN 10)
theirs	(BK 1/UN 10)
them	(BK 1/UN 7)
then	(BK 4/UN 32B)
there	(BK 1/UN 9)
these	(BK 4/UN 35)
they	(BK 1/UN 2)
thing	(BK 1/UN 8)
think	(BK 4/UN 35)
third	(BK 6/UN 52)
those	(BK 5/UN 45)
though	(BK 5/UN 48C)
thought	(BK 5/UN 45)
thousand	(BK 3/UN 26)
threat	(BK 6/UN 58)
threatened	(BK 6/UN 63)

three	(BK 3/UN 22)	used to	(BK 3/UN 23)	west	(BK 2/UN 17)
throat	(BK 5/UN 42)	using	(BK 6/UN 55)	wet	(BK 1/UN 7)
through	(BK 3/UN 22)	usually	(BK 6/UN 58)	what	(BK 1/UN 2)
tide	(BK 3/UN 23)	vast	(BK 3/UN 22)	when	(BK 1/UN 3)
tight	(BK 1/UN 9)	Vegan	(BK 4/UN 33)	where	(BK 1/UN 5)
time	(BK 1/UN 4)	vegetable	(BK 1/UN 8)	whether	(BK 5/UN 46A)
tin	(BK 1/UN 3)	verdict	(BK 5/UN 45)	which	(BK 3/UN 26)
tip	(BK 2/UN 12)	verify	(BK 6/UN 60)	while	(BK 3/UN 22)
tips	(BK 2/UN 12)	very	(BK 3/UN 28)	who	(BK 1/UN 1)
to	(BK 1/UN 6)	vest	(BK 2/UN 17)	whole	(BK 6/UN 67)
today	(BK 3/UN 29)	victim	(BK 4/UN 32A)	whose	(BK 5/UN 49)
together	(BK 5/UN 48A)	video	(BK 2/UN 17)	why	(BK 1/UN 3)
told	(BK 3/UN 22)	viewpoint	(BK 6/UN 54)	wide	(BK 3/UN 23)
tonight	(BK 2/UN 18)	village	(BK 4/UN 40)	will	(BK 1/UN 9)
too	(BK 2/UN 18)	vine	(BK 5/UN 44)	win	(BK 1/UN 3)
took	(BK 2/UN 11)	voice	(BK 2/UN 11)	wing	(BK 1/UN 8)
tools	(BK 4/UN 36)	vote	(BK 4/UN 37)	winners	(BK 6/UN 63)
top	(BK 1/UN 6)	wade	(BK 2/UN 17)	with	(BK 1/UN 4)
toward	(BK 5/UN 44)	waited	(BK 4/UN 31B)	withdraw	(BK 6/UN 64)
town	(BK 4/UN 39)	wake	(BK 2/UN [illegible])	withdrawing	(BK 6/UN 64)
trade	(BK 4/UN 36)	walked	(BK 4/UN [illegible])	woman	(BK 1/UN 3)
trickster	(BK 5/UN 46B)	wall	(BK 1/UN 4)	women	(BK 4/UN 35)
troops	(BK 6/UN 64)	want	(BK 2/UN 19)	words	(BK 4/UN 38)
trouble	(BK 4/UN 31B)	war	(BK 4/UN 35)	wore	(BK 2/UN 13)
troubled	(BK 5/UN 48B)	warm	(BK 5/UN 47A)	work	(BK 2/UN 19)
troubling	(BK 5/UN 48B)	warn	(BK 3/UN 23)	world	(BK 4/UN 34)
truck	(BK 3/UN 25)	warned	(BK 3/UN 23)	would	(BK 2/UN 15)
true	(BK 5/UN 48B)	warning	(BK 3/UN 23)	yard	(BK 5/UN 48C)
trust	(BK 6/UN 60)	was	(BK 1/UN 1)	year	(BK 2/UN 19)
try	(BK 1/UN 9)	wasn't	(BK 4/UN 38)	yell	(BK 2/UN 14)
two	(BK 2/UN 13)	way	(BK 1/UN 6)	yellow	(BK 4/UN 35)
unable	(BK 3/UN 29)	we	(BK 1/UN 3)	yes	(BK 5/UN 48C)
understand	(BK 4/UN 34)	wealth	(BK 6/UN 52)	you	(BK 2/UN 13)
union	(BK 6/UN 57)	weapons	(BK 6/UN 53)	you're	(BK 5/UN 46A)
United States	(BK 5/UN 46A)	weeded	(BK 5/UN 48C)	you've	(BK 5/UN 46A)
unless	(BK 4/UN 32A)	weeding	(BK 5/UN 48C)	young	(BK 5/UN 45)
until	(BK 4/UN 36)	weeks	(BK 3/UN 26)	yours	(BK 1/UN 10)
up	(BK 1/UN 2)	well	(BK 2/UN 14)	yourself	(BK 4/UN 36)
us	(BK 4/UN 34)	went	(BK 2/UN 12)	yourselves	(BK 4/UN 36)
use	(BK 6/UN 55)	were	(BK 3/UN 22)	1986	(BK3/UN29)

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Read On! II Placement Test

The objectives designed to be met in Units I-20 (Books 1 and 2) of the *Read On! II* program are to teach all consonant letters with their corresponding sounds, 32 patterns and 191 sight words. This test quickly assesses learner skills in meeting these objectives.

Administer the test to each learner using the instructions indicated below. Using the Test Display Page on the back of this page, pull up each test section so that one letter or word at a time appears to the learner. (See the Test Display for test insertion directions.)

1. (Insert the *Test A-1* section in the *Test Display Page* and tell the following story.)

T. A new town in the far west had just been built. The mayor of the town was named Dolo and he thought the town should be named for him. Nobody liked that idea so they held a contest to find another name that *sounded* like the mayor's name but started with a different letter. I'm going to show you some of the letters the townspeople tried. Remember, they had to rhyme with Dolo.

(Show the letters one at a time, starting with the one at the top of the *Test A-1* section. If necessary, supply examples for *Solo* and *Folo*. Offer no further assistance. If more than one error is made in this section, discontinue.

2. (If *Test A-1* has been satisfactorily completed, insert the *Test A-2* section in the *Test Display Page*.)

T - Here are some words you may be able to read. Some of these are words you may not have seen too often, but figure them out if you can.

(Show the words one at a time, starting with the one at the top of the *Test A-2* section. If more than one error is made in this section, discontinue testing and start tutoring with *Book 1, Unit 1*.)

Letters and Word Strips

These strips fit the *Display Area* on the *Test Display*.

Cut each strip along the dividing line as straight as possible.

Test A-6 (Non-pattern) (Units 11-20, Book 2)

voice

hour

enough

listen

business

care

ought

put

here

asked

talks

knocked

TEST A-4 (Units 11-20, Book 2)

sp-

pl-

Test A-5 (Patterns) (Units 11-20, Book 2)

gong

cook

yell

spent

lip

amen

day

please

lack

best

wade

dike

hear

Test A-2 (Pattern) (Units 1-10, Book 1)

mat

gun

tan

bin

ram

bar

lop

cut

peg

fed

cup

wit

lid

king

call

pick

wet

pun

might

Test A-3 (Non-pattern) (Units 1-10, Book 1)

the

was

what

of

to

one

his

said

who

but

with

what

and

there

Test A-1 (Units 1-10, Book 1)

s

f

m

r

d

k

t

p

b

g

l

n

w

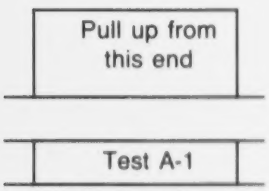
c

h

y

v

Test Display



Test Display

3. (If *Test A-2* has been satisfactorily completed, insert the *Test A-3* section in the *Test Display Page.*)

   T - Let's go on. Try these words.

(Show the words one at a time, starting with the one at the top of the *Test A-3* section. If more than one error is made in this section, discontinue testing and start tutoring with *Book 1, Unit 1.*

4. (If *Test A-3* has been satisfactorily completed, insert the *Test A-4* section in the *Test Display Page.*)

   T - Try these words.

(Show the words one at a time, starting with the one at the top of A-4 section. If more than one error is made in this section, discontinue testing and start tutoring with *Book 2, Unit 11.*)

5. (If *Test A-4* has been satisfactorily completed, insert the *Test A-5* section in the *Test Display Page.*)

   T — Try these words.

(Show the words one at a time, starting with the one at the top of A-5 section. If more than one error is made in this section, discontinue testing and start tutoring with *Book 2, Unit 11.*)

6. (If *Test A-5* has been satisfactorily completed, insert *Test A-6* section in *Test Display Page.)*

   T - Here are some more words for you.

   Show the words one at a time, starting with the one at the top of the *Test A-6* section. (If more than one error is made in this section, discontinue testing and start tutoring with *Book 2, Unit 11.*)

7. Continue giving the tests through the B levels until an item is misread. Begin teaching in the book indicated at the beginning of the test in which an error is made.

LETTERS AND WORD STRIPS

Cut each strip along the dividing line as straight as possible.

Test B-1 (Pattern) (Units 21 -30, Book 3)

regain
bold
past
land
tide
brother
face

Test B-2 (Nonpattern) (Unit 21-30, Book 3)

begins
three
through
laughed
clinic
thousand
medication
next
having
several
myself
alive
finally

Test B-3 (Pattern) (Units 31-41, Book 4)

awoke
rind
undone
dart
weakness
enjoy
pot
manage
preach
parade
tend
hives
batter
endless

Test B-4 (Non-pattern) (Units 31-41, Book 4)

eyes
trouble
earth
crisis
accept
starfleet
forgive
terrorism
yourselves
important
mayor
dignity
science
starry

If no errors in B Level tests, begin in Book 4 for comprehension practice.

[Adapted from "Placement Test for *Read On!*" (1978) by Dr. Jane Root ©LVA.]